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TWENTY-EIGHTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

TWENTY-EIGHTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:

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ANNUAL REPORT.

It is with pleasure that the Board of Education, in presenting their Twenty-Eighth Annual Report, are able to assure the Commonwealth of the continued progress and prosperity of the schools, though in "troublous times." This will be partly shown by the following exhibit:

The present number of Public Schools is,	4,675
Increase for the year,	49
Number of persons in the State between five and fifteen years of age, May 1st, 1863,	241,644
Increase for the year,	3,263
Number of scholars of all ages in all the Public Schools—	
In summer,	223,957
Decrease,	2,964
In winter,	226,400
Decrease,	852
Average attendance in all the Public Schools—	
In summer,	177,394
Decrease,	2,668
In winter,	181,669
Decrease,	372
Ratio of the mean average attendance for the year to the whole number of persons between the ages of five and fifteen years, expressed in decimals, . . . . .	.74
Decrease for the year, two per cent., . . . . .	.02
Number of teachers in summer,	5,408
Increase,	41
Number of teachers in winter,	5,476
Increase,	90
Average length of the Public Schools,	7 mo. 19 days.
Decrease,	1 day.
Average wages of male teachers per month,	\$46 73
Increase for the year,	\$1 91

Average wages of female teachers,	\$19 37
Increase for the year,	\$0 47
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school- rooms,	\$1,536,314 31
Increase for the year,	\$102,299 11
Voluntary contributions of board, fuel, and money, to pro- long Public Schools, and for apparatus,	\$27,259 05
Increase for the year,	\$1,033 12
Amount paid for superintendence of Public Schools and printing annual School Reports,	\$54,825 54
Increase for the year,	\$3,593 06
Aggregate returned as expended on Public Schools alone, exclusive of cost of school-houses and school-books,	\$1,679,700 24
Increase for the year,	\$112,750 76
Average expenditure for each person between five and fifteen years of age, nearly \$7,	\$6 95

The last Report (page 39,) discloses the fact that every county except one (Suffolk,) had diminished its appropriations for Public Schools for the school-year 1862-3. The present Report will show that every county (except the two small counties of Dukes and Nantucket,) has increased its appropriations for the last year—the school-year of 1863-4.

The aggregate diminution for the former year was \$66,485.93 ; the aggregate increase for 1863-4 is \$102,299.11. This increase makes up the loss of the previous year, (\$66,485.93,) and is also an advance of \$35,813.18 beyond the largest appropriation ever before made for the Public Schools, by the cities and towns of the State, while the average attendance, notwithstanding the great demand for labor, occasioned by the number of our citizens who have entered the service of the country, has fallen off at the rate of only two in a hundred.

The increased amount of school-money raised by voluntary taxation during the last year, connected as it is with a considerable increase in donations for the schools, while it may excite surprise, calls for profound gratitude to Him who has provided so liberally for the education of the young amidst the confusion of the times and the enormous expenditures of the war. It shows that prosperity has not deserted the enterprise of the people, and what is more encouraging, that the people themselves are awake to their

permanent interests, and, comprehending what is true economy, will not suffer public instruction to be neglected, even though burdens and distractions press hardly upon them.

The purposes of our efforts in the cause of education, and the degree of them, may not be acknowledged or appreciated abroad, but we may derive encouragement to ourselves from the assurance that the objects of the war and the ends of republican government and the means of perpetuating it are understood by the State, and that in seeking present reliefs there is no disposition to overlook future advantages. The coming generation will have great burdens to bear and delicate questions to settle. It will be their duty to consolidate and give perpetuity and consistency to the free institutions for the salvation of which their fathers and elder brothers have poured out such torrents of blood. They will need all the wisdom which the most thorough training in the schools can afford. It will be theirs also to profit, for themselves and those who shall come after them, by the great lessons which this terrible war is inculcating. Should they be men of wisdom, of integrity, of firmness,—should they attain to great character as well as intelligence, the future of the republic will be glorious. But should the next generation fail us, in the qualities of a high citizenship, the blood and treasure of the present will have been expended in vain. Should it be necessary to retrench expenditures everywhere, the Public Schools should be the last to suffer this curtailment. An increase of debt, the coming generation, if intelligent and enterprising, will easily repay; but let the generation itself be degenerated, and no power short of miracle could compensate the loss.

The Board has a word to say at this time on the subject of school discipline. There are two extremes, in the management of children,—one in the line of corporal punishment, the other in that of moral suasion,—which are alike to be avoided. An excess of beating was the special vice of former ages. The strong reaction of public sentiment was sometimes carried to the injudicious extreme of totally discarding the ferule and the rod. Love is the power which was thought to be omnipotent in control. In later years, a healthful medium has been more generally attained. But either because the tendency to the old system of flogging has been increasing or from other reasons, the subject has come up again in some quarters for renewed discussion. The Board are not of the

opinion that scolding and beating are the most efficient modes of government. Nor do they believe that large numbers of children can be permanently controlled by any measure of mere love and tact which the largest-hearted teacher may possess. There is an Infinite Love ever yearning over man, but its influence has never yet of itself alone been paramount over the race. In the arrangements of Providence, law, penalty meets us wherever we go. No wisdom or moral force in rulers or administrations were ever sufficient of themselves to sustain an orderly government. Nations, States, armies, navies need compulsion as well as advice and persuasion. They must be under government, and "influence," as Washington said, "is not government." If this be true of men, it is especially true of children, who are only men of smaller growth, and more unformed and undisciplined. If a few of them can for a time be managed by a head full of expedients, and a great heart of patience and affection, and where little else beyond management is attempted, masses of them together, if progress is expected, must feel the presence of authority and the influence of fear. It is moreover well for children that they should learn to obey and submit themselves, without questioning, to legitimate rule. But irritating remark and excess of penalty should be avoided. The same Scriptures which say, "Children obey your parents," and, "Chasten thy son while there is hope," say, also, "Fathers provoke not your children to wrath." The counsel applies to school teachers. While they insist on obedience, they should make the school-room pleasant and the children happy. But when teachers depart from these principles of humanity and justice, when they are suspected of severity and excess of punishment, care should be taken by parents, and especially by committees, if they must criticise the school management adversely, that they do not weaken the hands of its authority, and by license unconsciously given multiply occasions for penalty. If children when corrected are allowed to suspect that the public sympathy is with them and not with the master, that committees look upon him as a tyrant who needs to be restrained and upon them to some extent as his victims, reprehensible behavior and moral deterioration will be the consequence. The only safe course is to entrust the teacher with authority and restrain him in the exercise of it. If he abuses the trust, and is incorrigible when

advised, let committees exercise the power which the Commonwealth has given them to dismiss them quietly and obtain a better.

The Board have observed, not without anxiety, the influence of two other conflicting currents, in the opinions and measures which control the schools, which if not mediated threaten injury to them. The one is in the line of that goading and pressure which contemplates the achievement of the highest possible acquisition and in the shortest time. The other regards the learning of lessons and the rigid observance of rules and excitements to study as altogether secondary to that health of body and freedom and elasticity of mind which is thought necessary to the best developement. In both these tendencies there may be excess and consequently error. It is wise in committees and teachers to insist on regularity of attendance, and exactness of behavior, on diligence, thoroughness and efficiency in learning lessons. But few, perhaps, are aware how prodigious is the pressure to which many schools are subjected. Comparison, competition, reputation annually or quarterly meted out, salary, all urge upon teachers the most strenuous efforts, and the necessity of the greatest and most obvious results. They *must* present a high percentage of punctuality and attendance—they *must* secure commendable, if not brilliant examinations—they *must* advance, at stated times, an appropriate number of pupils to the next higher grade of education—and all this too without much account taken of the measure of home culture from which scholars in the different classes of society are drawn. Hence comes an almost irresistible temptation impelling teachers, without regard to the pupil's health, without regard to the nervous sensitiveness and over-action of some, or to the unblamable, because natural, dulness of others, to excite by ambition, to drive by fear, to goad by humiliating remark, till the expected result is fully secured.

This terrible temptation is often heroically resisted, and the real good of the children and the rewards of an approving conscience are preferred to faultless examinations and commendations of committees. But this is a height of virtue to which it is hardly to be expected that all teachers will attain ; and unless something of the unwise pressure upon them is abated, the consequences will appear in constitutions injured, in school-rooms regarded as prison-houses, in shows instead of realities, and in the knowing of many things without education. Teachers, themselves, if not more

almost than human, finding it impossible otherwise to reach the exacted results, will resort to artifices and subterfuges, or neglect of the important for the sake of the apparent.

While so much is done in the line of urgency and stimulation, an influence opposite to this has always existed, and is perhaps increasing. Many parents and others, who fully appreciate the value of intellectual training and knowledge, regard health next to morals as paramount in education. They insist that the children shall not be stimulated perilously or goaded beyond ability. They demand for them something of that freedom and joyousness which belong to uncramped youth, and believe a development less excited and less rapid, to be more natural and more sound. Many of this opinion are urgent that the hours of study shall at least be limited to the school-room, and that the head-aches and heart-aches, which belong to overstraining and the performance of reluctant tasks, shall not be carried into playgrounds and homes. There is indeed much reason in the view thus presented. But the conflict of opinions, especially when urged by authorities, is embarrassing to teachers. If one member of a school committee or parent of influence visits a school in the morning and seems to require the highest possible proficiency, and another in the afternoon tells the children never to carry home a school-book, or look at a lesson out of school, the teacher thus compelled to make brick without straw, is "at his wits' end," and his courage is liable to be crushed between the upper and the nether mill-stone of demand. Idle children too, will take advantage of the laxity, while diligent ones will be still further stimulated by the stringency.

It may be difficult to reconcile these opposing pressures and bring them into heathful harmony. But the difficulty once seen, is, by the simple perception of it, more than half surmounted. We must insist on high standards, but we must not demand impossibilities. We properly desire to see the schools and the order of discipline and teaching advancing. But we shall be liable to expect too much if we forget that every generation of children begins where the generation before them began, and not where they left off. There may be improvement in school-rooms, in text-books, in the public spirit, in teachers, but the children are the same untrained, unformed, unknowing, and perhaps wayward beings that the children of the same school were thirty years ago.

They have probably no more ability than their parents had at the same age, and must receive knowledge by little and little as they received it before them. There are moreover different capacities in children, and different capacities in schools. Each school should be judged on its own merits—and its average capability should be the measure of requisition upon it. If that only is demanded which can be safely accomplished, and if teachers understand that faithfulness and wisdom will be appreciated when results are less pretentious, the schools will be likely to attain prosperity.

Health, however, in connection with the schools, demands attention. It is not, we believe, the intellectual labor which ordinarily enfeebles. The longevity of men most addicted to brain-work is a testimonial. The great ages of Humboldt, of the first and second president Adams, of the late Josiah Quincy, represent the influence of research and thinking as witnessed in many. That which destroys health is the violation of the laws of health. Vigorous study may be indulged not only with physical impunity but with advantage. Bad air and long confinement in it, is the special pest of the school-room. Thorough ventilation, a feeling in the mind of the scholar that the lesson *must* be learned,—a faith that the task is not too great for his powers—some change of posture and physical exercises alternating the periods of study and recitations, cheerfulness and inspiration contributed by the teacher and a pleasant companionship in study, these are among the principal laws of health in a school. If no definite rules of uniform application as to the amount and hours of study can be safely enacted, judicious committees can do much by advice, while wise and faithful teachers, properly encouraged, will approximate that medium which the best training demands.

Complaints have recently been made, and not without foundation, that the laws requiring the maintenance of High Schools, in towns of sufficient population therefor, have in too many instances been either wholly neglected or evaded. The statute on this subject is explicit. (General Statutes, chapter 38, section 2d.) "Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural

philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language. * * * And in every town containing four thousand inhabitants, the teacher or teachers of the school required by this section, shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy." The liberality of our citizens in the support of their schools and the deep as well as general interest taken in them forbids the conclusion that the violation of this statute is occasioned by any disregard for thorough education, or reluctance to bear the pecuniary burdens which it involves. The neglect probably originates in a misapprehension of the value of these schools, or in a mistake as to the extent to which their blessings are diffused. The importance of instruction in "orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior," as required to be taught in our Common Schools, is somewhat appreciated even by the least informed of our voters. But in many of the towns, it is to be feared, that the majority of the citizens have given less attention to the general value of a still higher learning.

It should not be presumed, however, that many villages are so destitute of cultivated and commanding minds that the influence of their intelligence cannot be brought to bear upon the less favored classes around them. It might easily be shown that a knowledge of "book-keeping, surveying, natural philosophy, and chemistry," even when considered from the utilitarian point of view, would in many instances open the way to higher positions of respectability and profit than could otherwise be attained. It must be obvious to all that no person will be fitted to represent his fellow-citizens in the councils of the nation or of the Commonwealth, or take a leading part in the conventions of the people, in reference to public affairs, who does not understand the civil polity of this Commonwealth, and of the United States. It is also required that in towns of five hundred families a master shall be employed who is competent to teach the "Latin language." The value of this study in our schools is insufficiently appreciated by many who would be thought to take comprehensive views of English education. With them it is only a "dead language," the dry and unprofitable remains of an obsolete instruction, which,

if useful at all, is useful chiefly as fitting boys for college. This is not the time nor place to set forth the value of the College to the Commonwealth. But, independently of its academic relations, the study of the Latin language, even when no more extensively pursued than is frequent in our High Schools, has received the almost unanimous sanction of the best educated educators throughout the world. For mental discipline, for a knowledge of the philosophy of language, and the principles of grammatical construction, for a more easy comprehension of the higher vocabulary, and structure of the English tongue, as well as in furnishing the key to a wonderful literature, and affording a sympathy with the highest scholarship, the study of the Latin is incomparable. The person addicted to it will derive benefit from it, where many would least expect to find it, in the council hall of politics, in the deliberations of town meetings, and the calculations of the banking-house. Mr. Bruce, a member of Parliament, and Vice-President of the Committee of Council on Education, in a noble defence "On Middle Class Education," is represented in the "London News," of December 3d, to have said:—"The Latin grammar might be said to be the grammar of grammars, and the study of grammar not only gave command of language, but, when properly pursued, it gave also command of thought. He would appeal, however, not so much to any such reasoning as to illustrious examples. He knew the stock arguments that Shakespeare knew little of Latin, and no Greek, and that Lord Chatham was a cornet of horse, wherefore it might be assumed that his knowledge of classics was not very profound; and he remembered the retort to the statement that Byron was a harrow-boy, that Burns was a plough-boy (laughter;) but, referring to experience and history, considering that the English character was what it was, considering what the aristocracy, in the largest sense—the aristocracy of thought as well as of birth—had done, he thought it was impossible to deny that classical studies had exercised an enormous influence for good upon the national character. In listening to the speeches of men of equal talent and of equal eloquence, he had frequently observed that those who had been so fortunate as to obtain a classical education in youth, spoke with enormous advantage. They spoke with all the experience of the past in their minds, and what they said was marked by a sobriety of thought, and generally by an understanding of the spirit and

character of the people, which was wanting in those who had not possessed the same advantages. Of all the great offices of State that had been filled for many years by men distinguished by their classical attainments, it was *curious and remarkable that that of Chancellor of the Exchequer*, with one exception, had been filled by distinguished classical scholars, and by members of the university which made classics a special study. From the time of Sir Robert Peel down to the present day, with the exception of Mr. D'Israeli, who had been known before he was a statesman as a writer of works of imagination, and who, therefore, if he could not be quoted for, could not be quoted against, the generalization, every Chancellor of the Exchequer had been a member of the University of Oxford, (hear, hear,) and had taken a first class in classics." To the contrary of this, it may be said that American institutions have furnished men of the highest character and usefulness who have never enjoyed the benefits of a classical education, while many adepts in classical learning have done far less for mankind. But in both cases, these are the exceptions, and fail to show that classical discipline ought not to have furnished powerful assistance to the former, or did not save the latter from greater inutility and obscurity. A still more plausible objection is found in the idea that so little time, at best, can be given to the study of Latin, by children generally in the High Schools, that the advantages which might be derived from it, if such there are, must be totally lost through future neglect. But on the contrary of this, it is believed that no study by students capable of it, even when neglected in after-life, compensates more perfectly for the labor expended upon it. The thorough mastery of a single book in "Cæsar's Commentaries," or of the Oration, "Pro Lege Manilia," or "Pro Milone," or a single book of the "Æneid," all of which might be read by scores of youth in towns of five hundred families, would give them an elevation of intellectual tone which the inexperienced in such studies can hardly comprehend. Precision of thought, moderation and justness in conclusions, and the fragrance of classical aroma diffused over style, giving a charm to discourse even in the ears of the unlearned, are all promoted by the study of this ancient tongue; insomuch that he who afterwards refers often to such examples as we have here mentioned, in the spirit of these great originals, may derive stimulation and strength, every time, from the perusal of them. But if the study

is more extensively pursued, as it often can be, much greater profits will of course be derived from it.

Nor would we confine the application of these remarks to young men and boys. The feminine mind is capable of being improved by this study as well as the masculine. Two distinguished educators, who have each spent the largest portion of his life in the instruction of girls, are understood to have expressed the opinion that the study of Latin is of such importance to them that could they proceed no further in the language than the Latin grammar, which has properly been called "the grammar of grammars," the acquisition would be well worth the time and labor which it costs to attain it.

In towns of 4,000 inhabitants, the statutes require that "provision shall be made for instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy."

To say nothing more of foreign tongues,—of the Greek, the most wonderful language ever spoken by man, which few, however, except students preparing for college, can be expected to learn; of the French, so easy of acquisition, and so rich in scientific authorship, and so valuable as a medium of communication abroad; or of those material sciences which this part of the statutes contemplates, and the study of which furnishes the key to those vast temples of nature designed in part for the gratification of curiosity, for the expansion of intelligence, for the heightening of adoration, for utility in all the arts of practical life, the study of *political economy*, for which the statute provides, must commend itself to every wise American. Not only those who take the lead in the conduct of national and State affairs, but every citizen who is called to speak or vote in a town meeting or school district would be benefited by it. Many of the great problems of debt, of taxation, of revenue, will demand to be comprehended by the generation now at school, and the future of the country will greatly depend on the ability which they bring to the solution of them.

The study of logic, also, for which the statute provides, has peculiar claims on the citizens of a free republic. This science has in our day too often been regarded as alike obsolete and unprofitable. It is associated with the jargon of scholasticism and systems of confused dialectics which have passed away. But when

considered as it is, "the science and the art of *reasoning*," and if "reasoning is the most appropriate intellectual occupation of *man as man*," a knowledge of its methods and the unsound processes and conclusions to which it is liable; "a knowledge," in short, "of the necessary laws of thought," as used in reasoning, gives one command of "the science of the sciences." "The statesman," says Archbishop Whateley, "is engaged with political affairs; the soldier with military; the mathematician with the properties of numbers and magnitudes; the merchant with commercial concerns, &c. * * * * But they are all occupied in deducing, well or ill, conclusions from premises; each concerning the subject of his own particular business. If, therefore, it be found that the process going on daily, in each of so many different minds, is, in any respect, the *same*, and if the principles on which it is conducted can be reduced to a regular system, and if rules can be deduced from that system for the better conducting of the process, then it can hardly be denied that such a system and such rules must be especially worthy the attention, not of the members of this or that profession merely, but of every one who is desirous of possessing a cultivated mind." If this be true of men generally, it is especially true of American citizens. The American, of all men, is addicted to *reasoning*. Nothing escapes his discussion. He employs his own wits and deduces his own conclusions, often with sound judgment, often with perilous facility, sometimes with disastrous results. By a proper attention to this study, he would learn to conduct his intellectual processes with more wisdom, to advance through relations to demonstrations, to detect the errors of the contrary part, to feel the force of an argument, yield to the power of truth, and cease "when vanquished to argue still."

Nor let it be said that the advantages of these schools will be confined to the favored classes. The High Schools, like the Common Schools, are equally open to all. The child of the poorest citizen can be, and often is, educated up to an equality of scholarship with the child of his wealthiest neighbor. But if the privileges of a High School education were more limited, in this respect, than they are, the poor as well as the rich would be benefited by them. The intelligence of the community is the aggregate intelligence of its members. Other things being equal, the affairs of a town or a district will be well or ill managed in

proportion to the integrity and wisdom of its leading men. The less elevated will receive unconscious instruction and elevation from the general intelligence in the midst of which they dwell, and the children who through poverty or other reasons cannot attend the High Schools will yet derive a blessing from them.

But if there are committees who do not feel the force of such considerations as these, they should at least remember, as law-abiding citizens, what the laws of their own Commonwealth demand. A wilful neglect of statutes, constitutionally and legally enacted, is a crime against the State. The towns of Massachusetts must be few and uninformed that will be willing, after consideration, to present themselves to the rising generation and before the Commonwealth as communities of freemen who disregard the laws. But should the fault so loudly complained of be continued, it will be for the Legislature to consider whether there are not privileges which ought to be forfeited or more stringent provisions enacted.

There is a higher education than we have yet noticed, and which cannot too often be brought to view. Wisdom is of more importance than knowledge. Character is better than intellect. It takes great virtues to make truly great men. No republic is safe without moral excellence in its citizens. We need not teach the Commonwealth these facts; the Commonwealth has taught us. In her Bill of Rights she says: "A frequent recurrence to the fundamental principles of the constitution, and a constant adherence to those of piety, justice, moderation, temperance, industry and frugality, are absolutely necessary to preserve the advantages of liberty, and to maintain a free government. The people ought, consequently, to give a particular attention to all those principles in the choice of their officers and representatives; and they have a right to require of their lawgivers and magistrates an exact and constant observance of them in the formation and execution of the laws necessary for the good administration of the Commonwealth." In the constitution, it is made "the duty of legislatures and magistrates, in all future periods of this Commonwealth, not only to cherish the interests of literature and the sciences, and all seminaries of them, but to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity,

good humor, and all social affections and generous sentiments among the people."

How are public officials to be qualified for their trusts, how are a people to maintain their ability for free government, how is true greatness to be obtained in the character of the masses, unless the virtues which lie at the foundation of civil and moral excellence are taught in the schools?

There is, then, an attainment for our youth which is higher than knowledge, more important than the discipline of their intellectual powers. The cities and towns of Massachusetts will echo this sentiment without dissent. But there is a practical difficulty in the case which needs to be considered, or moral teaching in the schools will be a failure.

The virtues of "charity, honesty, sincerity;" "the principles of piety, justice and moderation," may be faithfully taught, and the counsels and inspirations of patriotism freely imparted, and the whole moral tone of a school be elevated, while this great work shall furnish no exhibition of itself and receive no commendations.

Much labor may be performed in establishing the foundations of good character; exhausting emotions may be often put forth in building it up, and the hearts of many pupils, through this process, become bright with honor, when no increase of credit will be secured to the school. The percentage of attendance, the number of correct recitations, good marks for deportment, may all be made to tell directly upon the reputation of the teacher; and ready answers and orderly conduct, though obtained by motives of ambition or fear, may gain praise; and these obvious results be commendably observed in the reports, when a less obvious but far more important labor may have been totally neglected. Progress in justice, in kindness, in sincerity, in love of country, in generous sentiments, can neither be possibly measured nor exactly exhibited. In consequence of the time spent in correcting wrong habits and imparting high motives of action, the amount of correct answers, at a given examination, may be diminished instead of increased, and a school which has enjoyed this superior teaching may be assigned, for the time at least, to a lower rank than another in which all the strength has been expended on mere order and recitation. And yet such committees as most of our towns are accustomed to furnish, will

find no difficulty in perceiving, if their attention is called to it, the extent of an influence which can neither be articulated nor exhibited, and they will be in little danger of undervaluing its worth.

There is one virtue, which the Commonwealth in its enumeration has not expressed in terms, though it has sufficiently implied it; we mean that of reverence, and particularly respect for authority, modesty in the presence of superiors, and decorous regard for what is venerable and sacred. The constitution was made and adopted before the excess of democratic individuality had corrupted the public manners. At that period, it was rare that a child, even in the least cultivated towns of the State, would pass an adult person in the street without respectful recognition. The boy who should neglect to "make his manners," as it was called, would be looked upon as uncivil in the community, and be reprimanded if not punished at school. The forms of the olden times would be of little consequence, if the spirit were not perishing with them. With us, all things are new, most things are hurried, and the community is too often less to the individual than himself. We have no history which reaches back into the dim and august past; we have no nobility nor crowned heads, which the masses are expected to regard with awe; our clergy and our public officials dress and appear in society like other men; while the custom of giving a reason even to children diminishes the power of authority. These circumstances, connected with the fact that we consider all men to be MEN and all men substantially equal, and make it our endeavor to educate and elevate all, giving the masses of the people the right of suffrage also, may have had some influence in lessening the apparent dignity of our public manners. While we believe that in the quality of respect, taken in the aggregate, our population is not a whit behind the most pretentious nations of the earth, yet the peculiarity of our institutions, the natural independence of our youth, and the adverse disposition of foreign countries, which charges vulgarity of manners upon us, should lead us to correct in our schools, as far as possible, all tendency to lawlessness, and to encourage the youth, with modesty, to reverence what is venerable, and to respect themselves, their superiors and each other.

A desire has often been expressed for more unity in our education, especially by bringing those institutions of learning, which are not directly supported by the State, into a closer relation to it. While chartered rights, the customs of our people, the existence of religious denominations, and endowments often given with reference to them, must prevent the reduction of our colleges and seminaries to one system, and still more the concentration of our higher institutions into one local university, it is believed that something might profitably be accomplished, if the legislature should exercise its right of visitation to all the educational foundations which it has chartered and patronized. Knowledge might be obtained, suggestions made, some harmony of effort introduced and public aid be bestowed, which, without interference with chartered privileges or with the province of the constituted guardianship, would alike redound to the benefit of these institutions and to the culture of the Commonwealth.

In looking over the extracts from the school reports of the towns, as published from year to year, the Board would commend them in addition to the able Reports of our Secretaries, to the attention of all who are interested in the improvement of the schools. They are prepared, for the most part, by the best talents and the largest experience of the subject which our cities and towns can afford. They are, many of them, treasuries of practical wisdom, rich in information, fruitful in suggestion and adapted to stimulate to healthful effort, and are, as a whole, among the most valuable productions, on the subject of which they treat, in the English or any other language.

JOHN A. ANDREW, *ex officio*.

JOEL HAYDEN, *ex officio*.

WILLIAM A. STEARNS.

JOHN D. PHILBRICK.

DAVID H. MASON.

JAMES FREEMAN CLARKE.

JOHN P. MARSHALL.

ABNER J. PHIPPS.

WILLIAM RICE.

EMORY WASHBURN.

Report of the Visitors of the Normal School at Framingham.

The Visitors of this School, would respectfully report, that its condition, during the last year, has been satisfactory, both in the number of its pupils and the fidelity and success with which they have been taught. The statistics of the school are appended to this Report. The teachers now employed are Mr. GEORGE N. BIGELOW, as Principal; Miss NANCY J. BIGELOW, Mrs. FRANCES A. RICH, Miss ELLEN HYDE and Miss ADA B. STURTEVANT, as assistants, together with Miss E. GERTRUDE FRENCH, who is also employed as an assistant.

Since their last Report, the school has lost the valuable services of Miss Johnson, whose distinguished qualifications as a teacher led to her being employed in a similar school in another State, upon an increased rate of compensation. The limited means at the command of the Visitors, left them no alternative but to supply her place by the offer of such salary as the resources at their command would allow. The school may be deemed truly fortunate in having been able to command the services, hitherto, of so able and competent a corps of teachers. But the Visitors cannot forbear calling attention to the misplaced economy which sacrifices to the difference of a few dollars, by the year, the tried skill and unquestioned capacity of a teacher whose familiarity with the school forms a strong and interesting bond of sympathy between the pupil and the instructor. Nor can it be regarded as other than a gratifying evidence of an increasing interest in the success of our schools, that the public are becoming more ready, from year to year, to pay more adequate salaries to the teachers who have these in charge. Not only, however, is the proportion between the wages paid to male and female teachers unequal, but neither, as yet, receive for their services, a compensation proportioned to the importance of the position they hold, the time and expense bestowed in preparing them for their duties, or the amount of labor actually performed in the business of their profession.

This consideration ought to be regarded in measuring the compensation to be paid to the teachers of the Normal Schools, in which the desirableness of permanency in the employment, as well as a high character in those employed, should be properly

regarded. This school has already given occasion for this remark, nor can it be wise to wait for a repetition of a like experience in this or other schools, before giving the subject the attention it deserves. If our Common Schools are worth sustaining on account of the instruction they bestow upon the pupils who resort to them, it is hardly necessary to remind the public that those who are selected to fit and prepare their teachers for this delicate and responsible trust, are worthy of a fair support while faithfully and sedulously performing their duty.

This naturally suggests the importance of something like uniformity in topics taught, and studies pursued, and processes made use of in the several Normal Schools. Their purpose is a common one, their aims should be the same, and they have now been in operation long enough to have developed, if it ever can be done, an approximate system which must be best for all, until some decided advances shall have been made in the science of education. The Visitors of this school are not disposed to draw comparisons between the topics taught and modes of teaching adopted here, with those of any other of these schools. And while they have been persistent in their endeavors to impress upon the minds of its teachers, the indispensable importance of devoting a requisite portion of time to the rudiments and elementary branches which are taught in the Primary and higher grades of schools in the Commonwealth, they have felt that they needed the counsel and direction of the Board to guide them in their duty as its Visitors, in this respect. It is to be remembered that these schools profess to be able to fit their pupils, by the exercise of reasonable diligence on their part, to enter upon the difficult and responsible duty of teaching others, and the short period of two years in which this has to be accomplished, would seem to suggest that little time can, ordinarily, be left for the pursuit of collateral branches of literature or science, however desirable it might be, in pursuing an education without regard to a specialty in the instruction sought.

The Visitors have regarded it a duty to visit the school as often as it should be requisite, to understand its condition and merits, and to keep a watch over its progress. They have, accordingly, done this upon several occasions during the last year, without any previous notice to the teachers, that they might be able to judge of the ordinary every day working of the school. And it is in

this way, quite as much as by the public examinations, though highly creditable to the teachers and pupils, that they have formed the judgment which they have expressed in this Report.

The school has not had its accustomed amount of instruction by the way of lectures. Mr. William Russell has given one course of lectures on elocution and reading. Mr. Northrop has given five lectures. Mr. Dale, of Maine, gave a single lecture on the method of teaching ancient languages, and a gratuitous course of six lectures upon the nature and form of our national and State governments, in their practical operation and results was given, in the subjects of which, as appears by the report of the Superintendent, the pupils took much interest. Mr. Brown still continues the instruction in music, with good success. In the health of its pupils, the school has been highly favored, giving evidence of the salubrity of its locality and the care exercised in its hygiene. There has been a growing demand for the services of those who have been under the training of the school. The expenses of the school have necessarily been high, compared with former years. The condition of the country rendered this inevitable. And yet these expenses must be enlarged, if the State would have it what it ought to be. The teacher of music needs a new piano-forte for his pupils, and the teachers in the other departments need a supply of books of reference and other aids in prosecuting their work. The report of the Principal to the Visitors, after acknowledging the receipt of sundry books from several gentlemen, presents the want of books for the use of teachers as well as pupils, in strong and forcible language. Nor can it be supposed that the necessary means will be withheld on the part of the State, when it is remembered that with a corps of employees, so competent and willing to do the work assigned them, their usefulness and efficiency are clogged and curtailed by the want of necessary tools, which might be readily supplied at an inconsiderable expenditure of money. The same may be said of the chemical apparatus and materials with which the school is partially provided. The want is not of a competent teacher, but of a few dollars wherewith to supply these means of instruction. The Visitors would close this part of their Report by borrowing from the report of the Principal a remark made to him by a gentleman of intelligence who was visiting the school and inquiring as to its working apparatus. "The Normal Schools of Massachusetts are a great

centre of influence, and the Commonwealth would only be discharging a duty when she should furnish her institutions for teachers with the best facilities for the accomplishment of the great work which even under many disadvantages, they are so successfully carrying forward."

The period of twenty-five years since the first establishment of the school, having expired in July last, the occasion was very properly commemorated by public services at which many distinguished friends of education were present, and the people of Framingham manifested their interest in the school by a display of a generous hospitality to all.

After having shared in the benefits of the system for more than a quarter of a century, the policy of maintaining it may be considered as settled. It only remains to make it as perfect as the experience and observation of its friends may enable them to do. Massachusetts can no more do without her schools than the Union can do without Massachusetts. Half traitors may carp at her, as ignorant or unreflecting men sometimes carp at her system of schools and the cost she incurs in their behalf. But the experience of the last four years has shown that in the economy of a free people and a prosperous community, those principles which are fostered and sustained by free schools are essential to the maintenance of the institutions which make a nation independent and free.

The statistics of the school are as follows:—

Whole number of pupils during the year,	.	.	.	173
Now members,	.	.	.	116
In attendance,	.	.	.	113
In the advanced class,	.	.	.	15
In the senior class,	.	.	.	30
In the second class,	.	.	.	32
In the junior class,	.	.	.	39

Average age of the advance class on entering,	.	19 $\frac{4}{12}$ years.
" " advance class now,	.	21 $\frac{1}{12}$ "
" " senior class on entering,	.	17 $\frac{10}{12}$ "
" " senior class now,	.	19 $\frac{4}{12}$ "
" " second class on entering,	.	17 $\frac{8}{12}$ "
" " second class now,	.	18 $\frac{5}{12}$ "

Average age of the junior class on entering,	.	17 $\frac{4}{12}$ years.
“ “ junior class now,	. . .	17 $\frac{7}{12}$ “

Whole number of different pupils during the year, . . . 189

Of the members who have taught schools, there are 17, viz.: Advance class, 8; senior, 1; second, 1; junior, 7. Fifty-seven have graduated during the year, 71 have been admitted, and 17 dismissed.

Eight States, and twelve counties and forty-seven towns in this State, have representatives in the school: Essex, Hampden, Hampshire, Bristol, Barnstable, and Franklin Counties, each has one; Berkshire, two; Plymouth, four; Suffolk, seven; Norfolk, five; Worcester, twenty; Middlesex, fifty-seven; other States, fifteen.

The following towns each has one, viz.: Haverhill, Holyoke, N. Prescott, Attleborough, Orleans, Orange, Abington, Middleborough, Jamaica Plain, Milton, Medfield, Blackstone, Ashburnham, Webster, Barre, Uxbridge, Millbury, Westborough, S. Brookfield, Bolton, S. Malden, Lexington, Watertown, Lowell, Weston and Melrose.

The following have two each: Richmond, Plymouth, Chelsea, Needham, Boylston, Hubbardston, Shrewsbury, Northborough, Worcester, Holliston, Acton, Concord, Hopkinton and Natick.

The following have three, viz.: Sudbury and Ashland. Boston has five, Newton six, Marlborough seven, and Framingham twenty-two.

The professions or occupations of the parents of the pupils are as follows:—Farmers, 41; merchants, 17; manufacturers, 8; mechanics, 6; physicians, 4; carpenters, 3; clergymen, 3; druggists, 2; ship-masters, 2; blacksmiths, 2; boot and shoe dealers, 2; clerks, 3; retired business men, 2; and one each of the following:—Lawyer, rope-maker, State book register, missionary, editor, broker, carriage-smith, cabinet maker, mason, wheelwright, rigger, postmaster, insurance agent, express agent, cashier, harness maker, lumber dealer, oyster dealer, sergeant-at-arms, hotel keeper and captain U. S. Army.

D. H. MASON,
EMORY WASHBURN,
Visitors.

Report of the Visitors of the Westfield Normal School.

The Visitors are happy to report that the Westfield Normal School has enjoyed another year of undiminished prosperity. The accomplished and successful Principal, J. W. Dickinson, A. M., remains in charge of the school, and J. C. Greenough, A. B., and J. G. Scott, A. M., continue their faithful services as assistants. At the close of the last Winter Term, Miss E. Parsons, who had served for a long time as an assistant teacher, resigned her position to recruit her health and strength by the enjoyment of the rest which her severe and protracted labors had rendered necessary. Both teachers and pupils regretted the loss of so thorough and faithful an instructor. Miss Mitchell, who has been for several terms an efficient teacher in the school, now occupies the place made vacant by the resignation of Miss Parsons, and has succeeded admirably in her new position. Miss Badger, a recent graduate of the school, was chosen to fill the department formerly under the care of Miss Mitchell, and has entered upon her labors in a manner which affords the highest promise of permanent success.

Mrs. Dickinson, formerly a teacher in the school, has been employed a portion of the time to give instruction in drawing.

The most satisfactory evidence of the fidelity and ability of the Principal and his assistants, and the efficiency and thoroughness of their methods of instruction, is found in the fact that the teachers who have gone out from this school have been eminently successful in their work. The demand for teachers who have graduated here is constantly increasing, and already far exceeds the supply.

Valuable courses of lectures have been delivered during the year, by Professor William Russell, of Lancaster, Professor S. Tenney, of Cambridge, and Rev. B. G. Northrop, agent of the Board of Education.

Instruction in vocal music has been given by Mr. Scott, and gymnastic exercises have been daily practised, under the direction of Mr. Scott and Miss Mitchell.

The class in drawing was a new and pleasing feature at the last examination. The performances of the class won the approval of all spectators, and reflected great credit on the teacher.

The following are the statistics of the school : —

REPORT OF VISITORS.

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Number admitted during the year —

Ladies,	48	
Gentlemen,	12	
Total,	—	60

Number in attendance during the year —

Ladies,	117	
Gentlemen,	21	
Total,	—	138

Number who graduate during the year —

Ladies,	29	
Gentlemen,	3	
Total,	—	32

Number who have taught before entering —

Ladies,	20	
Gentlemen,	1	
Total,	—	21

Average age of those admitted —

Ladies,	18 y. 5 m.
Gentlemen,	19 y. 3 m.
General average,	18 y. 7 m.

Number who have received State Aid during the year, 80

Of those in attendance —

Hampden County furnished,	42	
Berkshire,	28	
Worcester,	13	
Franklin,	16	
Hampshire,	20	
Essex,	7	
Suffolk,	1	
Middlesex,	1	
New Hampshire,	4	
Maine,	1	
Connecticut,	2	
Wisconsin,	1	
Indiana,	1	
New York,	1	
Total,	—	138

The special appropriation of \$1,200 made by the last legislature for apparatus, desks, and cabinet, has been expended during the year with most beneficial results.

The apparatus now embraces whatever is most essential for the successful study of the physical sciences.

The change in the appearance of the school-room is most gratifying. The old desks and chairs whose antiquated and dilapidated aspect offended our vision last year, have given place to new and convenient furniture.

A suitable room has also been prepared, and beautiful cases have been provided, for the geological and mineralogical collections. These cases are already partly filled with specimens. A rare collection of Zeolites has been obtained by the curator, Mr. Greenough, from Professor S. Tenney, of Cambridge, by exchange; and other valuable specimens have been presented by Professor Tenney.

Choice specimens have also been obtained by Mr. Greenough through the kindness of the proprietors, from the lead mine at Southampton, and from the mine recently opened in the northern part of Westfield.

The Principal of the school has made valuable additions to this department, of specimens gathered during the summer vacation from various localities in the county of Berkshire.

We are also indebted for contributions to Rev. Dr. Davis, and Mrs. Henry Avery, of Westfield; Mr. A. Pike, of Florida; Miss E. S. Pomeroy, of Chesterfield; Mr. John Pease, of Ashley Falls; Miss B. A. Sears, of Ashfield; Mrs. M. Spencer, of Williamstown; and others.

Mr. Scott has commenced a local zoölogical collection. Such local collections are invaluable in promoting a knowledge of our American fauna. By the diligent labors of Mr. Scott, a good beginning has been made, and we trust the collection will be largely increased.

We are indebted for valuable specimens in this department to Messrs. F. Holcombe, W. D. Drepard, Edwin Smith, and W. H. Foote, of Westfield, and Mr. DeWitt Lambson, of Southwick.

Mr. Scott also acknowledges his indebtedness to Messrs. F. Holcombe, of Westfield, and B. Horsford, of Springfield, for instruction and assistance in the preparation of specimens.

Valuable additions have been made to the libraries during the year. We take pleasure in acknowledging the donations of George B. Emerson, LL.D., Charles A. Richardson, Esq., and Hon. C. Sumner, of Boston ; Hon. H. L. Dawes, of Pittsfield ; H. N. Carter, Esq., of Washington, D. C., and Rev. Dr. Davis, of Westfield.

The school has also received from Mr. Richardson a large and beautiful photograph album, the design of which is to preserve the portraits of the teachers and pupils of the institution. The thanks of the school are due both for the gift itself, and for the idea it has suggested.

We should not fail to notice in this connection that the walls of the school-room have been adorned the present term, by the contributions of the pupils, with several beautiful engravings. Among them are the "Landing of the Pilgrims," presented by the ladies, and the "Embarkation of the Pilgrims," and portraits of the President, and of General Grant, presented by the gentlemen.

There are still some pressing material wants to which, in conclusion, the Visitors would call the attention of the Board. The fence about the school-grounds is falling to decay. A new and substantial fence should be erected the coming season.

The salaries of the teachers should be increased. While the necessary expenses of living have vastly augmented, the salaries of our teachers remain the same. It will be impossible to retain them long, unless they receive such compensation as will give them a comfortable support.

The appropriation for incidental expenses the past year has been inadequate, and must also be increased.

The school is doing all that could be expected for the accomplishment of the objects contemplated in its establishment. It is an honor to the State, and should receive such appropriations as will enable it to continue without embarrassment its career of prosperity and usefulness.

WILLIAM RICE.

W. A. STEARNS.

Report of the Visitors of the Normal School at Bridgewater.

The Visiting Committee of the Bridgewater Normal School have the pleasure of reporting that it is in a prosperous condition, except in respect to the number enjoying the facilities for a thorough professional training, which the wise and liberal beneficence of the Commonwealth here proffers to all worthy applicants. The school accommodations, and the present corps of teachers, are sufficient for a much larger number, who under ordinary circumstances would be numbered among its pupils.

The statistics of the school for the year 1864 are as follows:—

Whole number of pupils since the commencement of the school, is 1,442.

	Males.	Females.	Total.
Number admitted in March,	6	19	25
“ “ in September,	4	11	15
“ “ during the year,	10	30	40
“ in attendance Spring and Summer Term,	23	63	86
“ “ “ Fall and Winter Term,	10	50	60
“ of different pupils during the year,	29	84	113
“ of graduates in February,	1	8	9
“ “ “ in July,	9	14	23
“ “ “ during the year,	10	22	32
“ “ “ since commencement of school,	—	—	934

Average age of those admitted, 19 $\frac{1}{3}$ years. 19 years.

The number in attendance the present term has been somewhat reduced by the fact that several young men are absent, engaged in teaching, and several young ladies are detained at home by the sickness of friends, and by other causes, who are expecting to return the next term. A very large majority of the pupils of this school board in town, and the increased expense of attendance has prevented some from coming, and has interrupted the course of study with others. The calls of patriotism have drawn largely upon the young men in the school, who numbered fifty at the commencement of the war. Of 108 young men who have been members of the school between March, 1861, and the beginning of the present term, September, 1864, thirty-five have entered the army—thirty-two per cent. of the whole number; also, thirty-

eight others who were members of the school before the war began. The demand for teachers from this school is constantly increasing, and is now much greater than the supply.

The pupils admitted during the year have come from the following places:—Bridgewater, 7; East Bridgewater, 3; Boston, Dartmouth, New Bedford, Newton, each 2; Attleborough, Cohasset, Dennis, Hingham, Mendon, Milton, Millbury, Northborough, Orleans, Plymouth, Southborough, Somerville, Stow, Worcester, West Roxbury, Westport, each 1; East Greenwich, (R. I.) Pomfret, (Vt.) Putnam, (Conn.) Ellsworth, (Me.) Northwood, Raymond, (N. H.) each 1.

The occupations of their fathers have been stated as follows:—Farmers, 16; mechanics, 3; merchants, 2; bootmaker, comb manufacturer, high-sheriff, insurance agent, jeweller, piano-forte maker, light-house keeper, ship-carpenter, shoe-cutter, soldier, each 1; deceased, 9.

Of the instructors in the school at the commencement of the year, the following continue in service: Albert G. Boyden, A. M., Principal; Solon F. Whitney, A. M., Miss Eliza B. Woodward, Assistants. Early in the spring term, the corps of assistants was increased by the appointment of Miss Charlotte A. Comstock, of West Newton, a graduate of the school; at the close of this term, Mr. Austin Sanford, who had been a teacher in the school for more than a year, resigned his place to extend his course of study in the classics, and Mr. George H. Martin, of Lynn, a recent graduate of the school, was appointed his successor. At the beginning of the fall term, Mr. O. B. Brown, of Malden, who had served the school so faithfully and successfully as teacher of music for four years, resigned, and the vacancy thus caused was filled by the appointment of Mr. Hosea E. Holt, of Boston.

In addition to the regular course of instruction, a very valuable series of lessons in elocution has been given by Professor William Russell. Much benefit has also been derived from a course of lectures on chemistry, admirably illustrated with experiments, by Professor James C. Sharp. Lectures have also been delivered by Rev. B. G. Northrop, and A. Bronson Alcott, Esq., of Concord; and addresses by Mrs. Rachel Howland, of New Bedford, and Mrs. Charlotte L. Comstock, of Michigan.

For donations to the library and reading-room received during the year, the school is under obligation to George B. Emerson,

LL.D., for a large and valuable donation ; to Brewer & Tileston, John L. Shorey, Crosby & Ainsworth, and R. S. Davis & Co., of Boston ; D. Appleton & Co., and Ivison, Phinney & Co., of New York ; Hon. James Arnold, of New Bedford ; Hon. Charles Sumner, Hon. Oakes Ames, and Prof. A. D. Bache, of Washington, D. C. ; Mr. Jonas Reynolds, of North Bridgewater ; to the publishers of the *Congregationalist*, *Zion's Herald*, *Dwight's Journal of Music*, the *Student and Schoolmate*, the *Monthly Journal*, the *Religious Magazine*, the *Missionary Magazine*, and the *California Teacher* ; and to the Adjutant-General, the Secretary of State, and Secretary of the Board of Education in our Commonwealth.

Mr. Charles F. Dexter, of Mattapoissett, has made a donation to the cabinet of a beautiful deer's head.

A valuable reflecting telescope and an orrery have been presented by Marshall Conant, former Principal of the school.

Additions to the library since the last Report are as follows : text-books, 260 ; books for reference and reading, 110 ; total, 370.

The appropriation of \$1,000 made by the last legislature for painting the school building and the fence enclosing the grounds ; and for furnishing the school-room with new furniture, has been expended for these improvements. The fence, the exterior of the building, and a part of the interior, received two coats of paint, and are in thorough repair. The balance of the appropriation was expended for new desks and chairs in the school-room, for a long time much needed, which have added very largely to the comfort and convenience of the pupils and to the attractiveness of the room.

The school is very much in want of apparatus and the means of illustrating some of the most important branches of study. The apparatus now belonging to the school is worn by use and needs repair, besides being very limited in extent. It should be well supplied with the means of illustration in anatomy and physiology, chemistry, natural philosophy, and astronomy and natural history. It is earnestly hoped that a liberal appropriation will soon be made to meet this deficiency.

Respectfully submitted:

ABNER J. PHIPPS,
JAS. FREEMAN CLARKE,

Visitors.

JANUARY 10, 1865.

Report of the Visitors of the Salem Normal School.

The Visitors take pleasure in reporting the condition of this school as eminently satisfactory. The simple fact that it has remained the past year under the charge of the same accomplished scholar and judicious teacher who has administered its internal affairs for so many years, is sufficient evidence that the instruction given has been of the highest order, and that the most beneficial influences have been exerted upon the minds and hearts of the pupils.

The following tables will show that the school is gradually recovering from the severe check that it sustained, in common with most of our higher institutions of learning, by the breaking out of our civil war.

Number admitted in 1860,	.	.	.	.	95
Number admitted in 1861,	.	.	.	.	64
Number admitted in 1862,	.	.	.	.	74
Number admitted in 1863,	.	.	.	.	80
Number admitted in 1864,	.	.	.	.	83

Of the class admitted—

February, 1860, there graduated, July, 1861,	.	52 per cent.
September, 1860, there graduated, Feb., 1862,	.	38 “ “
February, 1861, there graduated, July, 1862,	.	50 “ “
September, 1861, there graduated, Feb., 1863,	.	46 “ “
February, 1862, there graduated, July, 1863,	.	34 “ “
September, 1862, there graduated, Feb., 1864,	.	38 “ “
February, 1863, there graduated, July, 1864,	.	45 “ “

From the above tables it will be seen that not only the number of pupils admitted, but also the percentage of those who remain until the end of their course, is again on the increase.

The statistics of the school for the year are as follows :—

1. Whole number of pupils since the opening of the school, September 13, 1854, 841.

2. Class admitted February 24, 1864, 41. Average age when admitted, $19\frac{1}{3}$ years. Class admitted September 7, 1864, 42. Average age when admitted, $17\frac{1}{2}$ years.

3. Of the pupils admitted in 1864, Salem has sent 11; Lynn, 6; Lowell, Marblehead and South Danvers, 4 each; Boston, Middleton, North Reading, South Reading and Stoneham, 3 each; Ipswich, Methuen, Swampscott and Weston, 2 each; Bedford, Chilmark, Danvers, Gloucester, Hamilton, Lawrence, Millbury, Nahant, New Bedford, Northborough, Northbridge, Oxford, Quincy, Rockport, Roxbury, Sandwich, Taunton, Tewksbury, Townsend and Webster, 1 each; Hallowell and Livermore, Me., 2 each; Poland and Unity, Me., Concord, Deerfield and Rye, N. H., Charleston, Vt., and St. Louis, Mo., 1 each.

4. The occupations of their fathers have been stated as follows: Farmers, 23; manufacturers and mechanics, 18; merchants or traders, 12; carpenters, 7; fishermen, 3; clergymen, 2; designers, 2; teachers, 2; blacksmith, city officer, coach painter, confectioner, inspector of customs, mariner, physician, railroad station agent, sea captain, stone-cutter, superintendent of car company, teacher of music, United States officer, warden of prison, 1 of each occupation.

5. Of the class admitted in February, 13 had previously taught school; and of the class admitted in September, 5; total, 18.

6. Class graduated January 27, 1864, 15. Class graduated July 19, 1864, 19. A second degree was also conferred in January upon one pupil, and in July upon one, who had completed an advanced course of study.

7. Whole number of graduates of the school, (18 classes,) 361.

8. In January, 1864, 21 pupils received State aid; and in July, 24. Number of different pupils who have received aid during the year, 32. Assistance has also been rendered during the year to 14 pupils from the fund provided by the munificence of the lamented Nathaniel I. Bowditch, Esq.

9. Number of pupils in attendance the present term: Advanced class, 5; senior class, 24; middle class, 42; junior class, 44,—

total, 115. Number during the preceding term: Advanced class, 3; senior class, 20; middle class, 44; junior class, 46,—total, 113. Number of different pupils during the two terms, 158.

10. Of the instructors in the school at the time of the last report, the following continue in service: Professor Alpheus Crosby, Principal; Mrs. Martha K. Crosby, Miss Ellen M. Dodge, Miss Mary E. Webb, Miss Caroline J. Cole, Miss Josephine A. Ellery, Miss Mary C. Spofford, assistants; Mr. O. B. Brown, teacher in music. The vacancies caused early in the year by the deeply regretted resignations of Misses Sarah R. and Mary B. Smith, who had served the school so ably and faithfully, and of whom the former had been connected with it, either as a pupil or a teacher, during the whole period of its existence, were filled, at the commencement of the present term by the appointment of Miss Mary E. Godden, of Lowell, and Miss Mary N. Plumer, of Newburyport, both of them graduates of the school, and having had also successful experience in other schools as teachers.

11. The benefits of the school have been much enhanced by courses of lectures or lessons from Professor J. C. Sharp, on the philosophy of heat, Professor S. Tenney, on mineralogy and geology, and Professor W. Russell, in elocution and reading; by other lectures or lessons from Rev. B. G. Northrop and Messrs. A. B. Alcott and G. A. Walton.

12. The school is under obligations for donations during the year:

To Messrs. George Parkman, of Boston, and W. P. Atkinson, of Cambridge, for thirty-nine well selected volumes in the department of English literature; and for other donations to the library, to the Commonwealth through its Secretaries of State, Education and Agriculture; Rev. G. Punchard, of Boston; Mr. G. A. Walton, of Lawrence; Hon. W. H. Seward, of Washington, D. C.; and several publishers of text-books, school committees and other friends.

To the graduating class of January, 1864, for a parting gift to the school, of thirty-three of our native birds, skilfully mounted, and for other donations to the museum; to Rev. S. Barden, of Rockport, and J. S. Russell, of Salem; Drs. S. Shurtleff, of

Weatogue, Ct., and H. Wheatland, of Salem ; Professor S. Tenney, of Cambridge ; Mrs. J. B. Ashby, of Portsmouth, N. H., and E. Putnam, of Salem ; Miss S. A. Poole, of Rockport ; Messrs. W. W. Goodhue, J. S. Jones, J. Mosely, W. P. Phillips, F. W. Putnam, J. W. Thyng, A. Trask and W. G. Webb, of Salem ; and C. Cooke, of Zanzibar ; and several past and present teachers and members of the school.

To Rev. George Punchard, of Boston, for a valuable contribution to the electrical apparatus of the school.

To the graduating class of July, 1864, for the welcome gift of thirty dollars for the commencement of a fund for the purchase of a telescope.

13. Additions to the library during the year : text-books, 273 ; books for general reading and reference, 286 ; total, 559.

14. Through the bounty of Thos. Lee, Esq., of Boston, and others, awards to the amount of \$350 have been made, during the year, to members of the school, chiefly upon their entrance, for excellence in reading, arithmetic and algebra, and orthography. These awards might doubtless be increased with great advantage, especially as bestowed for more thorough preparation for admission to the school.

15. The appropriation made by the last legislature for the much needed cabinet cases and the extension of the iron fence about the building, proved insufficient, from the great rise of prices, and was therefore put at interest, in the hope that prices would be lower the present year. As there is no indication now that this hope will be realized, we trust that the legislature this year will deem it wise to grant the small additional sum necessary to carry out the object of the original appropriation. The important improvements made in the building the preceding year, have entirely met our expectations.

16. The Principal of the school again expresses his approval of the action of the board last year, in extending the period of the regular course of study to two years. The addition of a new class to the school will, however, increase the amount of instruction required, and will thus unite, with the great advance in the

cost of living, in rendering an increased appropriation for tuition in the school eminently desirable. The like need of enlarged appropriations for fuel, the care of the building, and most of the other incidental expenses of the school, in order to carry it well through the present pressure, must be too obvious to require remark.

JOHN P. MARSHALL,
JOHN D. PHILBRICK,

Visitors.

DR. THE MASSACHUSETTS BOARD OF EDUCATION *in account with* GEO. B. EMERSON, *Treasurer.* CR.

FOR THE APPROPRIATION FOR STATE NORMAL SCHOOLS.

1864-5.		1864.		1865.		By cash received from State Treasurer, .	\$4,000 00
		Mar. 31,	June 30,	Jan. 10,	Jan. 10,		
	To cash paid for A. G. Boyden's salary,		\$1,500 00			"	4,500 00
	for Assistants' salaries,		2,249 68			"	4,000 00
	for incidental expenses,		650 32			"	1,500 00
	Total expenses of Bridgewater School,		\$4,400 00			"	4,000 00
	for G. N. Bigelow's salary,		\$1,500 00			"	4,000 00
	for Assistants' salaries,		1,784 40			"	
	for incidental expenses,		965 60			"	
	Total expenses of Framingham School,		4,250 00				
	for A. Crosby's salary,		\$1,500 00				
	for Assistants' salaries,		2,056 26				
	for incidental expenses,		843 74				
	Total expenses of Salem School,		4,400 00				
	for J. W. Dickinson's salary,		\$1,500 00				
	for Assistants' salaries,		2,382 64				
	for incidental expenses,		567 36				
	Total expenses of Westfield School,		4,450 00				
	Wm. Russell for four courses lessons in reading,		\$200 00				
	J. C. Sharp for lectures on chemistry,		200 00				
	Sanborn Tenney for lectures on geography,		91 78				
	"Massachusetts Teacher," for advertising,		48 00				
	A. Mudge & Son, for diplomas,		35 22				
	Total of general expenses,		575 00			By balance to a new account, .	75 00
							\$18,075 00

FOR THE APPROPRIATION FOR PAINTING AND REPAIRS AT THE NORMAL SCHOOL-HOUSE, BRIDGEWATER.

1864.		1864.		By cash received from State Treasurer, .	\$500 00
		June 1,	June 20,		
June 1,	To cash paid A. G. Boyden, for paints, &c.,		\$236 88	"	500 00
July 8,	J. L. Ross, for desks,		515 00		
July 15,	J. L. Ross, for teacher's desk,		8 50		
Aug. 27,	A. J. Phipps, for repairs,		239 62		
			\$1,000 00		\$1,000 00

TREASURER'S REPORT.

FOR THE LEE DONATION FOR PRIZES FOR EXCELLENCE IN READING.

1864.	To cash paid G. N. Bigelow, for Framingham Normal School,	.	\$40 00	1864.	By balance from last year's account,	\$212 97
1,	A. Crosby, for Salem, . . . . .	.	52 00			
Feb. 20,	A. G. Boyden, Bridgewater,	.	42 00			
	J. W. Dickinson, Westfield,	.	37 50			
22,	J. W. Dickinson, Westfield,	.	11 00			
Apr. 4,	A. Crosby, Salem, . . . . .	.	37 50			
5,	A. G. Boyden, Bridgewater,	.	35 00			
Sept. 21,	A. Crosby, Salem, . . . . .	.	15 00	1865.	balance to a new account, . . .	104 53
Oct. 4,	J. W. Dickinson, Westfield, . .	.	47 50	Jan. 10,		
16,						\$317 50

FOR THE APPROPRIATION FOR FURNITURE, PHILOSOPHICAL APPARATUS, &c., FOR WESTFIELD NORMAL SCHOOL.

1894.	To cash paid J. W. Dickinson,	.	.	.	\$217 86
June 10,	J. L. Ross,	.	.	.	556 20
July 15,	William Rice,	.	.	.	97 90
Sept. 23,	E. S. Ritchie,	.	.	.	250 81
Dec. 29,	Jas. F. Babcock,	.	.	.	49 40
31,	William Rice,	.	.	.	27 83
					\$1,200 00
	To cash received from State Treasurer,	.	"	"	\$300 00
	" " "	.	"	"	900 00
					\$1,200 00

FOR THE INCOME OF THE TODD FUND.

[illegible]

DR. THE MASS. BOARD OF EDUCATION *in account with* GEO. B. EMERSON, *Treasurer*—Continued. CR.

FOR THE APPROPRIATION FOR STATE SCHOLARS.

				1864. July 6,	By cash received from State Treasurer, . \$4,000 00
1864.	To cash paid to—				
June 18,	John H. Clafin, of Milford, Class of 1864,				\$100 00
25,	Edward H. Clements, of Chelsea, Class of 1864,				100 00
July 12,	Edwin C. Sweetser, of South Reading, Class of 1866,				100 00
	Byron Groce of Abington, Class of 1867,				100 00
	All of Tufts College,				\$400 00
June 28,	James T. Bixby, of Cambridge, Class of 1864,				\$100 00
July 11,	Isaac Flagg, of Somerville, Class of 1864,				100 00
14,	Isaac Howard Page, of Lowell, Class of 1864,				100 00
Apr. 28,	George Anthony Hill, of Sherborn, Class of 1865,				100 00
July 11,	William Durant Bullard, of Worcester, Class of 1865,				100 00
	Jno. Wright Perkins, of Topsfield, Class of 1865,				100 00
	Charles Edward Souther, of Haverhill, Class of 1865,				100 00
	William A. Warren, of Westborough, Class of 1865,				100 00
28,	Gorham D. Williams, of Deerfield, Class of 1865,				100 00
11,	Justin E. Gale, of Rockport, Class of 1866,				100 00
	James William Hawes, of Chatham, Class of 1866,				100 00
	Claudius Marcellus Jones, of Worcester, Class of 1866,				100 00
14,	Alfred Clarence Pinton, of Boston, Class of 1866,				100 00
	Albion Cate, of Winchester, Class of 1866,				100 00
	David Green Haskins, of Roxbury, Class of 1866,				100 00
11,	Sanford H. Dudley, of New Bedford, Class of 1867,				100 00
	All of Harvard College,				\$1,600 00
June 29,	Edward W. Glover, of Amherst, Class of 1864,				\$100 00
	Nathan Harrington, of Paxton, Class of 1864,				100 00
	Charles M. Lamson, of Hadley, Class of 1864,				100 00
	Henry E. Storrs, of Amherst, Class of 1864,				100 00
	Charles B. Travis, of Holliston, Class of 1864,				100 00
July 1,	John C. Hammond, of Hadley, Class of 1865,				100 00
	George C. Merrill, of Andover, Class of 1865,				100 00
	Henry P. Moulton, of Beverly, Class of 1865,				100 00
	Samuel Johnson Dike, of Salem, Class of 1866,				100 00
	Charles R. Paine, of Yarmouth, Class of 1866,				100 00
	C. R. Phipps of Webster, Class of 1866,				100 00
	Charles Henry Parkhurst, of Clinton, Class of 1866,				100 00

July 2,	W. H. Cobb, of Marion, Class of 1867, . . .	\$100 00		
	F. E. Burnette, of Dudley, Class of 1867, . . .	100 00		
29,	Dwight S. Herrick, of Chicopee Falls, Class of 1867, . . .	100 00		
	John C. Terry, of Weymouth, Class of 1867, . . .	100 00		
	All of Amherst College, . . .	\$1,600 00		
	A. Dwight Miner, of Leyden, Class of 1864, . . .	\$100 00		
	John E. Bradley, of Lee, Class of 1865, . . .	100 00		
	Aaron W. Field, of Bernardston, Class of 1865, . . .	100 00		
	Obed H. Sanderson, of Groton, Class of 1867, . . .	100 00		
	All of Williams College, . . .	400 00		
			\$4,000 00	\$4,000 00

	FOR THE APPROPRIATION FOR REPAIRS, &c., SALEM NORMAL SCHOOL-HOUSE.			
1864. July 8,	To cash paid A. Crosby,	\$450 00	1864. July 6,	By cash received from State Treasurer, . \$450 00

[E. E.]

GEORGE B. EMERSON, *Treasurer.*

Boston, Jan. 25, 1865. I have examined the several accounts of the Treasurer, for 1864-5, and find them correctly kept and satisfactorily vouched.

D. H. MASON, Auditing Committee.

REPORT OF THE AGENT.

To the Board of Education :

GENTLEMEN, — Our hearts should overflow with gratitude that this terrible war still involves no interruption of the Public Schools. No year of my service for the Board has furnished stronger evidence of the growing attachment of the people to the cause of popular education. “Come what may, we must hold on to our schools; the source of our strength and prosperity, alike in peace or war,” is the sentiment which I have everywhere met. This increasing interest and progress have been evinced, not only by the marked advance in the appropriations, but by a better public sentiment, a more intelligent appreciation of schools; by the decline of the district system, and the consequent advance in the gradation and classification of schools; by the erection of improved and, in some cases, costly school-houses, and the introduction of better school furniture, in the face of war taxes and high prices; by the increase in the number of High Schools, Town Libraries and Superintendents of Schools; by the increased demand for graduates of our Normal Schools, the greater number of female teachers, and the consequent greater permanency of teachers and adoption of wiser and milder methods of school government; by the wider introduction of calisthenics and vocal gymnastics, and of object lessons and instruction in common things.

I have great reason to present my cordial thanks to teachers, committees and other friends of education, for their uniform kindness and valued assistance in facilitating my work in the several towns visited. Whatever good has been accomplished is largely due to their coöperation; the gathering of the children and the attendance of the people depend much upon their preparatory efforts, in giving the notices, by printed posters and in the schools and pulpits. In many instances committees have devoted an entire day to these preliminary arrangements.

The circular which, for some years, I have been accustomed to send to towns where lectures are to be given, is here inserted, with other personal statements which, were I at liberty to consult my own taste instead of your request, I should omit.

OFFICE OF THE BOARD OF EDUCATION, }
BOSTON, }

To the School Committee of

GENTLEMEN,—The General Statutes make it an important part of my duty to “visit the cities and towns of the Commonwealth, for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, and lecturing upon subjects connected with education.” If agreeable to you, I propose to visit on

It is my usual practice to visit schools in the morning, as far as circumstances may permit; in the afternoon to meet the teachers, members of the school committee, parents, advanced pupils and other friends of education, at such hour as may be appointed by the school committee, and in the evening to give a lecture upon some educational topic.

The afternoon exercises will have special reference to the teacher’s work, and will answer somewhat in character to the exercises of a teachers’ institute.

It is an honor to Massachusetts that the absorbing excitements and demands of the war, and the determined exertions of our people to crush a rebellion, possible only by reason of the absence of free schools and the consequent ignorance of the masses, instead of producing any abatement of interest in the great cause of public instruction, have only furnished new proofs of the wisdom and necessity of maintaining and even improving our Common Schools.

As the usefulness of these meetings will depend very much upon the attendance, I take this method of addressing you, and inviting your earnest coöperation in this important work, especially in giving the notice as wide a circulation as possible, from the pulpits, in the several schools and by the posters forwarded herewith. I am, gentlemen, your obedient servant,

BIRDSEY G. NORTHROP,

Agent of the Board of Education.

The more important details of my work are embraced in the following summary:—

Number of schools visited and addressed,	. . .	392
lectures given,	. . . . .	132
brief addresses,	. . . . .	29
visits to towns,	. . . . .	149

Number of different towns visited,	94
visits to Normal Schools, (included in the above,)	15
visits to teachers' associations, (included in the above,)	9
miles travelled,	11,130
letters written,	918
Estimated number of children addressed in schools and in town gatherings of children,	29,000

The towns visited include two in Barnstable County, one in Berkshire, seven in Bristol, twelve in Essex, nineteen in Franklin, seven in Hampden, six in Hampshire, twenty-one in Middlesex, seven in Norfolk, six in Plymouth, two in Suffolk and four in Worcester. Occasional lectures given in other States are not embraced in the above enumeration.

During the past summer, while zealously performing my official duties, I was, for the first time in my life, prostrated by sickness, caused, in the judgment of my physician, by overwork. This attack disabled me for active service for a full month, and suggested caution on returning to the field. On this account the amount of work above reported is somewhat less than in other years, although I have this year and in every year much exceeded the limits of labor which you suggested to me, when first appointed your agent in 1857. This service early won my heart and enlisted my full energies, and longer observation and experience serve to magnify its interest and importance. That there is here room for work, one cannot doubt, who will for a single day make the trial. At an early hour let him meet the school committee, and after conferring on the general condition of the schools and listening, it may be, to local details or special difficulties, start with them at nine o'clock and visit and address eight or ten schools in the morning. In the afternoon let him address the assembled children and teachers and friends of schools for two or three hours, having only a brief recess at the close of each hour, and let him give in the evening a popular lecture, to an audience still containing many children as well as their parents and teachers, such an audience as can be held only by animation of manner and variety as well as vigor of thought and illustration; let the topics of discussion be suggested by the teachers or committee, or by his

own observations in the schools; let the recesses and other intervals of the day be occupied by the various practical questions of parents, teachers, or the committee, or lively social converse, and if he regards this day's duties as mere play, he has reached that happy state, to which we should all aspire, where "work is play."

LIBRARIES.

Free Libraries have been opened in several towns during the year; others are soon to be provided. Another year I hope to be able to give full statistics from the entire State as to the number of libraries, (and volumes in each,) whether supported by the several towns or cities, or by legacies and private donations, as the Cushman Library in Bernardston, or the Goodnow Library in Sudbury, or those originated by gifts of individuals, and supported or enlarged by occasional or annual appropriations of towns, as in Framingham, and that started by the Rev. Dr. Francis Wayland, in the town named from him, and also the number and size of the libraries belonging to associations open to life-members, or shareholders, or on the condition of annual payments.

The founding of libraries should be encouraged in all our towns. Their practical value cannot well be overestimated. The supply increases the demand. A taste for reading has thus been awakened, where it has hitherto slumbered from want of the means of its gratification. To give an illustration of the general influence of a library in this respect, I am informed that the amount of reading in Sudbury is increased at least fourfold since the opening of the well-selected Library in that town, and that the improvement is as marked in the quality as the quantity of books read. Travels and histories, works of science, taste, poetry, essays, and choice romances, have taken the place of dime novels and other emphatically *weakly* novellettes of the day. The Goodnow Library is now the pride and treasure of this town, rendering it a more inviting place of residence, and adding new value to every acre, and higher attractions to every intelligent home within its limits.

Social reading has also increased. The knitting and sewing, the lint-scraping and packing for soldiers in many a meeting of patriotic women, has been enlivened by the well-selected reading of one of their number. In winter evenings, the same genial influence often cheers the circle around the family hearth.

Town libraries have helped increase the number of organized "reading circles" of young people. Selections in prose or poetry; often a play of Shakespeare, the several parts having been previously assigned, are made the subject of careful private study and drill. Well would it be if this sort of evening schools were maintained in every village. They would cultivate the noble art of reading. Too often, in our schools, this exercise is mechanical and monotonous. In the reading clubs, fresh and strong incentives rouse the mind, and secure the best style each can command. The study of a part or selection, till one becomes possessed of its thought and spirit, and the needful practice in rendering it, cannot fail to secure rapid improvement. My own observations, confirmed by competent testimony from various parts of the State, sanction a high estimate of the educational value of these reading circles.

Their social influence is also happy. Divided, as the residents of our rural districts and villages often are, by party or sect, by prejudice or neighborhood difficulties, every influence tending to fraternize the people, should be welcomed; every association, where they meet on common ground and for mutual improvement, and where kindly feeling and social courtesies and amenities are cultivated, should be encouraged.

During the last year, increased prominence has been given in our schools to reading and spelling, and I find clear indications of improvement in the methods of teaching them. It should be a prominent purpose of the teacher to cultivate a taste for reading, and induce a thirst for knowledge; to show the pupil how to study, and inspire him with a love of learning. If this be done, he will, for the rest, train himself, assured that his education is only begun when his school-days are ended. To complete it, will be the aim and pleasure of his life. Place him where you will; let his calling be what it may; though the summons to labor be early and its release late, still he will find leisure for study, and will feel an insatiable desire for self-improvement. The child can ordinarily be so trained that he will be a scholar through life, and occupy the intervals of labor and business engagements in the cherished work of mental improvement. This great end of study should largely determine both the topics and methods of instruction. To awaken such interest, and urge such incentives, to impart such impulses, and form such habits of thoroughness in

study as will lead pupils to be studious through life, should be the controlling aim of the teacher. Many instances of self-educated men, in different parts of the State, have come to my knowledge, whose eminence and success are largely due to an early taste for reading. Such facts should be given to our youth, especially those just entering upon the active pursuits of life, who are so apt to think that they can find no time for self-culture. But is the little leisure which they have well improved? Should the evenings be idled away, because the days must be occupied with business or labor?

BLACKBOARDS.

The extent of blackboard surface in our school-rooms is increasing. In most of the new school-houses which I have visited, the blackboards surround the room, excepting only the windows and doors. This should always be the case. There remains, however, a large number of old houses with the most meagre accommodations in this respect. This is especially true of rooms for Primary Schools, where, by a few teachers and more prudential committees, they are regarded as useless, and yet where, for teaching the alphabet, giving object lessons, training the eye in measures both linear and superficial, for drawing, and printing the spelling and sometimes the reading lessons, they are most useful.

Greater care is required to prevent needless dust in the use of blackboards. I find some schools constantly living in a cloud of pulverized crayon, which must be injurious to the lungs. The chalk trough and the "wipers" should be daily cleaned out of school-hours and the latter out of doors. The use of slate surface, or the slate itself, with talc pencils, greatly lessens this difficulty.

Too many blackboards seem to serve for ornament rather than use. For weeks before the annual examination, some animals or landscapes, some scenes or objects, are elaborately and beautifully drawn in colored crayons by one or more of the scholars who excel in drawing. Visitors cannot but admire and commend the artistic skill displayed. Excellent as these drawings frequently are, the question is worthy of consideration, whether they should monopolize the boards for six months or a year. Though, as models in drawing, they may serve to educate the taste of the other scholars, does this advantage compensate for the loss of those various, daily drills that require all the blackboard surface

available in every school-room. Let me not be supposed to undervalue the art of drawing. When properly taught, it not only fascinates children, but trains the eye and the hand for writing, refines the taste, quickens the perception of the beautiful, fosters a love of nature, and forms habits of close observation. But *daily* exercises on the board, whether in descriptive or physical geography, physiology, geology or geometric forms, or in the elementary studies, will do more to advance a school in the art and practice of drawing than merely looking at the sketches of others, however excellent they may be.

SATURDAY SESSIONS.

The practice of keeping the schools four whole days, and also on the mornings of Wednesday and Saturday, continues in a few of our cities and towns. Many parents and teachers have expressed to me their desire for a change in this respect. The general practice throughout this State, and the almost uniform custom in other States, so far as I have learned, is to continue the schools five whole days, with no session on Saturday. Important as are general exercises, to devote nearly all of these two half days to them, as is sometimes done, and regarded one of the advantages of this plan, involves too serious interruption of the regular studies. Some of these very exercises are more useful when they come oftener and occupy less time. I would respectfully suggest the inquiry, whether one whole day is not worth more than two half days, both to scholars and teachers, either for school duties, or recreation and work. One day of entire suspension of study, given wholly to work, or play or recreation, is far more favorable to the health of children. In early life, the brain needs one week day for rest as much as the body demands it for activity. One day of "freedom" often seems to refresh and invigorate children, both mentally and physically, like a vacation.

In the present scarcity of labor, many of the larger boys in High and Grammar Schools could find remunerative employment for their Saturdays, whose parents greatly need their earnings, and in these times of high prices, continue them at school at no little personal sacrifice. Such parents inform me that one day is much more available for labor or "hiring out," than two half days. The interests and preferences of the industrial classes should

have due weight in deciding the question. But not they alone desire this change. It would be welcomed by those of the city who have summer residences in the country, where they would gladly enjoy one day of the six with their children. A journey of from five to thirty miles every Saturday is felt to be a serious inconvenience, involving a needless waste of time and money.

Even to the pupils, whose homes at all seasons are in the city, the opportunity of an occasional day in the country, with its freer sports and wider range for rambles by the springs and brooks, the rivers and water-falls, by the ponds and lakes, over the hills and plains, through the groves and forests; one day in observing nature, in searching for wild flowers and curious stones, learning the distinctive marks of the different trees, the leaf, flower, fruit, form, bark and grain, watching the ant-hills, collecting butterflies and various insects, noticing the birds so as to distinguish them by their beak or claws, their size, form, plumage, flight and song, a day in studying nature in any one or more of these varied forms, each so fitted to charm children, would refresh their minds as well as recreate their bodies, and stimulate that curiosity which is the parent of interest and of memory. Nature is the great teacher of childhood, and with her the juvenile mind needs closer contact. Facts and objects are the leading instruments of its early development. We do violence to the child's instinctive cravings for natural objects, when we give it books alone, and confine it exclusively to the city. In a single Grammar School in one of our cities, there are now over three hundred children who have never visited the country. More needs to be done to combine the advantages of country and city life. With poorer schools and shorter terms, and with far less apparatus, but under the kindly and invigorating influences of rural scenes and employments, the country sends forth at least its full share to the professions and into the posts of most commanding influence in the Commonwealth and country. Some of the little rural districts and small hill towns have been exceedingly fertile in the richest treasures of intellect.

DIVERSITY OF TEXT-BOOKS.

Diversity of text-books still needlessly multiplies classes in some of the schools. In one town I recently found seven classes in geography, where with uniformity of books they might be reduced to three, to the great improvement of the school.

This case illustrates an evil not uncommon, which would at once be remedied, if committees would execute the law on the point.

Classes are also multiplied by studying too many serial books on the same subject. In many cases the prescribed list includes a series of three geographies, three arithmetics and three grammars. I question the wisdom of requiring scholars to pursue the same branch in three different books, to learn the same rules and facts in three different forms of statement, involving waste of time, if not confusion of ideas. Instead of working through the Primary, Intermediate, Common School and High School book, whether geography, grammar or arithmetic, let them early give more time to reading and spelling, to object lessons and natural history, to counting, to rapid additions and the simple exercises in mental arithmetic, till they are prepared to take up one sufficient and substantial text-book on these several topics. If Colburn's Arithmetic, or its equivalent, is in due time thoroughly mastered, I see no necessity for more than one text-book in written arithmetic to insure full preparation in this department for the practical duties of life.

CHILDREN IN MANUFACTURING ESTABLISHMENTS.

The law in regard to the employment of children in manufacturing establishments is so often disregarded, that its provisions should be kept before the people. I therefore quote the first two sections from chapter 42 of the General Statutes:

“Children of the age of twelve years and under the age of fifteen years, who have resided in this State for the term of six months, shall not be employed in a manufacturing establishment, unless within twelve months next preceding the term of such employment they have attended some public or private day school, under teachers approved by the school committee of the place in which said school was kept, at least one term of eleven weeks, and unless they shall attend such a school for a like period during each twelve months of such employment. Children under twelve years of age, having resided in this State for a like period, shall not be so employed unless they have attended a like school for the *term of eighteen weeks* within twelve months next preceding their employment, and a like term during each twelve months of such employment.

“The owner, agent, or superintendent, of a manufacturing establishment, who employs a child in violation of the provisions of the preceding section, shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of the public schools in the city or town where such establishment is situated; and the school committees in the several cities and towns shall prosecute for all such forfeitures.”

None can deny that this law is wise and important. Its frequent violation is due to inadvertance and sometimes to grasping selfishness. I have frequent occasion to speak on this subject in visiting manufacturing towns, and to remind school committees that the General Statutes make it their imperative duty to “prosecute for all such forfeitures.” They are not, as is so often done, “to wait for information to be given to them, but they should discover and inquire into all such cases, and pursue the delinquents according to the requirements of the law.”

While many “companies” openly and persistently violate this just and needful statute, there are others which faithfully carry out its requirements. As an illustration of the great influence which may thus be exerted in behalf of education, permit me to mention the Saxonville Mills, which in this respect furnish a model worthy of imitation by all similar establishments. In this place all applicants for employment under fifteen years of age are required to bring written certificates from their teachers or the school committee, stating the time they have attended school during the year. It is not enough to be *connected* with the school for eleven weeks. The rule adopted requires a certificate from the register of *actual attendance* the full time specified in the statute. The parents least interested in schools, appreciate some of the evils of irregular attendance on finding, to their surprise, that their children, by reason of absences, have not been at school the required time.

Punctuality is also promoted by the ringing of the “factory bell” fifteen minutes before the daily sessions. For the purpose of promoting good order in school, the rule has been enforced for many years, “that no person who is disorderly in school shall be employed by the company.” This regulation has effectively secured the coöperation of those parents who were proposing to get work for their children in the mills. Though this rule has been strictly carried out, but four applicants for employment

during the last ten years have been rejected on the ground of their misconduct at school. One Irish boy last summer, expelled from school for misconduct, found his name at once on "the black-list" in the counting-room. But the next morning, melted by the tears of his mother, and thoroughly subdued by the sterner treatment of his father, he begged for re-admission to the school, made a humble apology to the teacher before the school and the committee, and became one of the most obedient boys in the school. It hardly need be added, his name was erased from the black-list.

The schools falling short in time during the current year, by reason of advanced expenses and wages of teachers, were continued four weeks by the generosity of the leading owner of these mills. It was a pleasant scene to witness the interest with which all, even the poorest children in these schools, sought to express their appreciation of this benefaction, by their little contributions, and the evident pride and pleasure with which they presented an elegant copy of the new Webster's Dictionary, bearing in gilt letters the fitting inscription,

M. H. SIMPSON, Esq.,

A T H A N K - O F F E R I N G

FROM THE CHILDREN IN THE SCHOOLS

OF SAXONVILLE.

VENTILATION.

Much as has been said on ventilation, the majority of the school-houses of the State remain unventilated, or at best ill-ventilated. Any apparatus for this purpose, other than windows and doors, is still the exception. Bad air is the greatest annoyance encountered in visiting schools. To the children constantly breathing poisonous gas, the permanent consequences, besides the present lassitude and restlessness, are most injurious. In visiting eight schools in Millbury a few days since, I enjoyed the luxury of breathing pure air in each. The cause of this rare phenomenon was not any superior apparatus, but the following printed regulation of the school committee, conspicuously posted in every room, which I beg leave to commend to teachers and committees:—

"The windows that will not directly admit the air upon the children, should, during the hours of the school session, be dropped a few inches from

the top; and at recess, and at the close of the school, both morning and afternoon, all the windows should be thrown wide open for a few moments, so as to change the air of the school-room and effectually remove from it all impurities."

Teachers as well as scholars often suffer in health from remissness on this subject. Absorbed in their work they fail to observe the gradual deterioration and noisome vapors which painfully impress a visitor coming from the pure air of heaven.

In school apparatus I have observed no marked advance during the year, except in the purchase of the excellent mural maps of Professor Guiot, which have been extensively introduced into the schools.

The dictionaries furnished by the State everywhere bear marks of great use, and sometimes are much worn. Lying on the teacher's desk and open to all, their generally fair condition is a matter of surprise. I have seen no evidence of designed abuse and seldom of carelessness. This bounty of the State was duly appreciated, and these volumes have been eminently useful alike to teachers and scholars.

Teachers from the Normal Schools have been found in thirty-seven of the ninety-four towns visited during the year. Many other towns tried in vain to secure them,—the supply did not equal the demand. Instances of their failure have been rare. The general fact I am confident, is more than an average degree of success, both in instruction and government. The value and results of the Normal School system are most happily seen in the actual school work of its graduates.

I have alluded to the erection of noble school edifices and the establishment of new High Schools during the last year. It is a hopeful sign that measures are initiated in several towns for the organization of other High Schools during the next year. I have several times been requested to visit towns with this special object in view, and two similar invitations, recently received, will soon be accepted. The happy influence of the discussion of this subject in the last Report of the Secretary I have traced in various parts of the Commonwealth.

In behalf of the teachers of the State, I would present grateful acknowledgments to the following railroad and stage companies who have authorized me to issue free return tickets to those in

attendance at the Teachers' Institutes, viz. : The Old Colony and Newport, Cape Cod, Fairhaven, New Bedford and Taunton, Boston and Worcester, Connecticut River and Housatonic Railroads, and Higgins and Ruggles' line of stages from Yarmouth to East Dennis, and Phelps' line from West Brookfield, Palmer and Enfield to Ware.

BIRDSEY GRANT NORTHROP.

BOSTON, January, 1865.

TWENTY-EIGHTH ANNUAL REPORT

OF THE

S E C R E T A R Y

OF THE

BOARD OF EDUCATION.

S E C R E T A R Y ' S R E P O R T .

To the Board of Education:—

GENTLEMEN,—It was with no ordinary feelings of regret and anxiety that I found myself obliged in my last Report to record the third instance, since the establishment of your Board, in which the appropriations for the current year had fallen short of those of the previous one. The deficiency was \$66,485.93, or $4\frac{1}{2}$ per cent. There was a decrease in every county of the State, except in Suffolk, where there was an increase of \$10,997.37. Teachers' wages had also been seriously diminished. The war was still waging. Its demands of life and treasure were pressing heavily upon us; and the danger was that the people, under the pressure, would continue to falter in their support of the Public Schools; that the work of retrenchment, inauspiciously begun, would go on till irreparable damage and loss would be the consequence. But I have great satisfaction in stating that this danger is passed. The people have taken a "second, sober thought." They have come to the just conclusion that in whatever else they may require retrenchment, they cannot safely allow it here. Accordingly we find that the amount raised by taxation for the support of schools, for the year 1863-4, is \$102,299.11 greater than in the year 1862-3, and \$35,813.18 more than in any previous year.

The average amount to each child between 5 and 15 has been raised from \$6.04 to \$6.38. Teachers' wages have also been considerably raised. The tide has turned, and the indications are that the next returns will show a handsome improvement over the present.

I now invite your attention to the following particulars:—

SECRETARY'S REPORT.

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Summary of Statistics for 1863-4.

Number of towns in the Commonwealth,	334
Increase 1,—Gosnold, incorporated at the last session.	
Number of towns making returns,	332
Enfield made no returns, and Gosnold, a new town, is included in Chilmark.	
Number of Public Schools,	4,675
Increase for the year, 49	
Number of persons in the State between five and fifteen years of age, May 1st, 1863,	241,644
Increase for the year, 3,263	
Number of scholars of all ages in all the Public Schools in summer,	223,957
Decrease for the year, 2,964	
Number of scholars of all ages in all the Public Schools in winter,	226,400
Decrease for the year, 852	
Average attendance in all the Public Schools in summer, .	177,394
Decrease for the year, 2,668	
Average attendance in all the Public Schools in winter, .	181,669
Decrease for the year, 372	
Ratio of the mean average attendance for the year to the whole number of persons between five and fifteen, ex- pressed in decimals, . . . . .	.74
Decrease for the year,02	
Number of children under five attending Public Schools, .	5,730
Decrease for the year, 1,325	
Number of persons over fifteen attending Public Schools, .	23,173
Increase for the year, 330	
No. of teachers in summer; males, 417; females, 4,991; total,	5,408
Decrease of males, 46; increase of females, 87; total increase, 41	
No. of teachers in winter; males, 1,127; females, 4,349; total,	5,476
Decrease of males, 92; increase of females, 182; total increase, 90	
No. of different persons employed as teachers in Public Schools during the year; males, 1,210; females, 6,142; total,	7,352
Decrease of males, 125; increase of females, 145; total increase, 20	
Average length of the Public Schools, 7 months and 19 days.	
Decrease for the year, one day to each school.	

Average wages of male teachers per month, including board,	\$46 78
Increase for the year,	\$1 91
Average wages of female teachers per month, including board,	\$19 37
Increase for the year,	\$0 47
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms,	\$1,536,314 31
Increase for the year,	\$102,299 11
Income of surplus revenue and of similar funds appropriated for Public Schools,	\$5,260 15
Decrease for the year,	\$1,171 67
Voluntary contributions of board, fuel and money, to maintain or prolong Public Schools, and for apparatus, . . .	\$27,259 05
Increase for the year,	\$1,033 12
Income of local funds appropriated for Academies and Schools,	\$55,508 21
Increase for the year,	\$3,069 12
Amount received by cities and towns as their share of the income of the State School Fund for the School-year 1863-4,	\$56,041 19
Increase for the year,	\$6,997 14
Amount paid for superintendence of Schools, and printing School Reports,	\$54,825 54
Increase for the year,	\$3,593 06
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting School-houses, and of the cost of School-books,	\$1,679,700 24
Increase for the year,	\$112,750 76
Sum raised by taxes, (including income of surplus revenue,) exclusive of taxes for School edifices, for the education of each child in the State between five and fifteen years of age,—per child,	\$6 38
Increase for the year,	\$0 34
Percentage of the valuation of 1860, appropriated for Public Schools, (one mill and seventy-two hundredths,) . . .	\$.001-72
All the towns in the State have raised the amount (\$1.50 for each person between five and fifteen,) required by law as a condition of receiving a share of the income of the State School Fund.	
No. of towns that have raised the sum of \$3 or more for each person between five and fifteen,	286
Increase for the year,	8

No. of High Schools in which the Latin and Greek languages are taught,	99
No of Incorporated Academies returned,	59
Increase,	3
Average number of scholars,	3,169
Increase,	381
Amount paid for tuition,	\$76,593 26
Increase,	\$17,320 79
No. of Private Schools and Academies,	611
Decrease,	3
Estimated average attendance,	16,124
Increase,	551
Estimated amount of tuition paid,	\$317,477 83
Increase,	\$40,202 35

The amount expended on Public Schools alone is \$1,679,700.24, which is an average sum of nearly \$7.00—(\$6.95,) for every person between five and fifteen years of age.

The amount expended for the support of Public and Private Schools and Academies, during the year, according to the returns, is \$2,129,279.54, which is equal to an average of nearly \$9.00—(\$8.82) for every person between five and fifteen.

The amount expended for Schools and to sustain the Common School System of Massachusetts, including the expense of Normal Schools, Teachers' Institutes and Associations, Board of Education, &c., together with the cost of School Books, of repairing and erecting School-houses, and the interest of money invested in School-houses at their present cash value, exceeds three millions of dollars, (\$3,000,000,) per annum. This is equal to an average of at least \$13.00 for every person of proper school age, or of \$2.50 for every one of the entire population of the Commonwealth.

SCHOOL FUND.

There have been no payments to this fund from the " Bay Land Fund " since the date of my last Report.

The amount of accrued interest on the first day of June, 1864, was \$111,124 96

One moiety of this sum, or \$55,562 48
was on the tenth day of July divided among the towns by the treasurer and secretary of State, yielding to each person between the

ages of five and fifteen years, as reported in the previous year, 23.4 cents nearly. The amount appropriated from the other moiety for general educational purposes, was \$45,023.57.

Balance added to the principal, \$10,538 91

There was also added to the principal the following sums forfeited by several towns, as follows:—

Enfield, whole amount,	\$47 61
Clarksburg, whole amount, . . .	26 45
Newbury, 10 per cent.,	6 34
Blandford, 10 per cent,	5 47
Edgartown,	8 11
Nahant,	2 00
Hubbardston,	7 47
Williamstown,	13 84
	<hr/>
	117 29

Whole amount added to principal, \$10,656 20

Amount of principal, January 1, 1864, .	\$1,870,970 98
Amount added as above,	10,656 20
	<hr/>
	\$1,181,627 18

I respectfully invite renewed attention to the suggestions made in the last Report respecting the conditions on which the income of the school fund is distributed. As was then stated, one condition is that the town shall have “raised by taxation for the support of schools during the school-year embraced in the last annual returns, including only wages and board of teachers, fuel for the schools, and care of fires and school-rooms, a sum not less than one dollar and fifty cents for each person between the ages of five and fifteen years belonging to said town or city on the first day of May of said school year.”

This amount per scholar was fixed by the statutes of 1849, at which period the average amount per scholar raised by taxation was \$4.52, and the number of towns which raised over \$3.00 per scholar was 162; while the present average per scholar is \$6.38; and the number of towns raising more than \$3 per scholar is 286. Forty-seven towns have raised a less sum, of which number only

twelve have raised less than \$2.50 per scholar. Meanwhile the valuation of the Commonwealth has more than doubled ; and many of the towns which now raise less than \$3 per scholar have large and increasing valuations, so that the additional burden would press but lightly upon them. I therefore recommend that the third section of chapter thirty-six of the General Statutes be so amended as to substitute the sum of \$3 per scholar for the present sum of \$1.50, as the condition upon which the apportionment of the income of the school fund shall be made.

Such an amendment will bring the law into correspondence with the general opinion and practice ; will act beneficially and at once upon the small number which fall in the rear, and, as we have seen, will do injustice to none.

TEACHERS' INSTITUTES

Have been held as follows :—

East Dennis, . . .	Mar. 28, 5 days,	Number attending,	105
Newton,	Apr. 4, “ “	“ “	208
Hadley,	“ 11, “ “	“ “	150
Ware,	Oct. 17, “ “	“ “	153
Lee,	“ 24, “ “	“ “	123
Conway,	“ 31, “ “	“ “	152
So. Dartmouth, . .	Nov. 7, “ “	“ “	107
Natick,	“ 14, “ “	“ “	235
Whole number,			1,228

The Institutes were conducted by the following regular instructors :—

Dr. Lowell Mason, in Music ; Prof. Wm. Russell, in Elocution ; S. B. Monroe, in Vocal Culture and Gymnastics ; Sanborn Tenney, in Natural History and Physical Geography ; James C. Sharpe in Chemistry ; Geo. A. Walton, in Arithmetic ; and Rev. B. G. Northrop, in School Management, Elementary and Object Teaching.

Interesting and profitable teaching exercises were also given by Profs. S. S. Greene, of Brown University, I. C. Zachos, Geo. N. Bigelow of the Framingham Normal School, and J. W. Dickinson of the Westfield Normal School, in Language and the best methods

of teaching Grammar; by Messrs. A. G. Boyden, of the Bridge-water Normal School, and E. A. Hubbard, late of Williston Seminary, in Arithmetic; by Messrs. Dickinson and Boyden, also on the science of teaching, giving out lessons, conducting recitations &c.; by Miss M. Mitchell, of the Westfield Normal School, in Physiology; by Miss J. H. Stickney, now of the Boston Girls' High and Normal School, in Object Teaching; by J. D. Philbrick, Superintendent of Schools, and William E. Sheldon, of the Hancock School, Boston, and Prof. P. A. Chadbourne, of Williams College, in School Government and General Discipline.

The following gentlemen gave valuable single lectures: Rev. J. H. Harding, of Longmeadow; Dr. J. G. Holland, of Springfield; Rev. E. B. Foster, D. D., of West Springfield; Gen. H. K. Oliver, of Salem; Dr. Dio Lewis, of Boston; Prof. L. Agassiz, and Rev. President Hill, of Cambridge; Dr. A. L. Stone, of Boston; and D. B. Hagar, of the Eliot School, West Roxbury. The Institute at Natick was indebted to Mrs. F. A. Rich, of the Framingham Normal School, for beautiful readings given at the closing exercises in concert with Prof. Russell.

At the opening of the year, owing to the increased expenses of living, it was a matter of doubt whether invitations would be received sufficient to secure the holding of the usual number of Institutes. But it is only just to say that in no previous year have the invitations been more earnest, the receptions more cordial, and the hospitality more bountiful, than in the present. And in no series of Institutes since my connection with them, has there been manifested a deeper interest in the exercises, both by teachers and the citizens generally.

NORMAL SCHOOLS.

The ample reports of the Visitors of the Normal Schools leave little to be said in this Report, and that of a general nature.

I am happy to record here the action of the Board, by which the regular term of study in these schools has been extended from one and a half to two years. As stated in the last Report, this measure has the full and cordial assent of the principals, and has been received with favor by the pupils. The committee, appointed to take into consideration and report upon the course of study to be pursued under the new arrangement, have received the views

of the principals in writing, and will present the result of their deliberations to the Board.

At no former period has there been so pressing a demand for teachers educated in the Normal Schools as now. And never was it so desirable that their numbers should be kept full, and the means and facilities for thorough instruction be of the highest order.

And this is a matter of more than ordinary moment, in view of the present financial state of the country. While the cost of living has been doubled, and the wages of labor in nearly all departments of industry largely increased to meet the exigency, it would be unreasonable to expect that the present thoroughly competent corps of instructors should be retained in service at the old prices. And it remains for the Board to consider whether it will ask of the legislature an additional appropriation to meet the wants of the present hour.

Owing to the enhanced price of board it was to be expected the number of pupils, especially those of limited means, would be diminished. Some, indeed, have already been forced to leave, and others have been deterred from entering. Should this state of things continue, and there be no counteracting causes, it might become a serious question whether additional State aid should not be proffered, to prevent the loss to the profession of a class from which we naturally expect the most devoted and useful service. Thus far it is believed that the greater demand for Normal teachers, already referred to, has served to prevent any considerable reduction of the number of pupils.

During the last session of the legislature the Joint Standing Committee on Education were authorized to visit the Normal Schools. Most of the members were present at the examinations and closing exercises of the schools in February, and subsequently made a report of their impressions and views as to the character and condition of the schools, which was accepted and printed, and is as follows:—

SENATE, March 21, 1864.

The Joint Standing Committee on Education, who were authorized to visit the Normal Schools of the State, report:

That they attended the examinations and closing exercises of these several schools, at the expiration of their school-year in February just past. The Committee deem it unnecessary to enter into a history of these schools

and the reasons for establishing them, or to give detailed statistics of the number of teachers, number of pupils, studies pursued, and methods of operating, as such information is to be found in the reports of the Board of Education. But the Committee are unanimous in the opinion that their testimony is due to the general ability, faithfulness and efficiency of the teachers, to the attainments and high culture of the pupils, and to the pre-eminent utility of these institutions.

The examinations were of the most searching kind, and in various departments of study. Different topics were assigned to different pupils, without any previous notice, and then each was called upon to give his or her views of the matter in extemporaneous language. Questions were freely propounded by the Committee, by the Board of Visitors, and by other gentlemen present, in mental philosophy, in ethics, in school discipline, and with respect to classification in schools, modes of conducting recitations, and modes of dealing with the refractory; also with respect to the laws of the Commonwealth pertaining to school matters. The answers were generally prompt, intelligent, and discriminating. Not a little independence of thought and logical ability were occasionally evinced in maintaining a controverted opinion. Those members of the Committee who are conversant with examinations in our colleges are agreed that the examinations in our Normal Schools do not suffer by comparison. The Committee are satisfied that an all-important work is done here, which never has been, and is never likely to be, accomplished elsewhere. Pupils who are trained as they are in these schools, and whose adaptation for teaching is tested by the ordeal here imposed, cannot fail of success, so be that there is within them that whole-souled devotion which is requisite to success in any avocation. A whole-souled devotion is just what these schools are calculated to foster. The unconscious reciprocal influence of prospective teachers associated together in common labors, common hopes, and common aims, cannot fail to create a professional enthusiasm which will banish from the school-room that mechanical routine and dull monotony which make it an irksome place to the juvenile mind.

The Committee see, also, in these schools, the germ of a development higher and more permanent in its effects—that of elevating the vocation of a teacher to the rank of a distinct profession. When this is accomplished, a larger proportion of talent will be attracted to the service because a legitimate ambition will be gratified. The teacher will feel a self-respect, and will command a respect from others, that will make him contented with his lot. Teaching will then become a life business instead of being too frequently, as now, a mere mercenary expedient for replenishing an empty purse.

The Committee deem it an encouraging feature that so many female teachers are in process of training at these schools. All the Normal pupils at Salem and Framingham, and more than half of those at Bridgewater

and Westfield are of this class. It is but meet that the sex which is fitted by nature to give culture to the rising generation in its tenderest years, should be fitted by special training to continue that culture beyond the cradle and the nursery. Gentleness, patience and tact, are nowhere more requisite than in Primary, Grammar and Intermediate Schools. When these qualities are connected with a high order of talent and with thorough culture, they form a combination not unadapted to schools of any grade. Especially is it desirable that females should be employed as teachers at a time when our young men are imperatively needed for sterner duty.

But the utility of Normal Schools is by no means confined to females. A thorough training for teachers of the other sex is deemed just as imperatively necessary. All teachers have to do with the vital well-being of society. The more than seven thousand teachers in this State are to mould the future character of this Commonwealth. If special training is necessary in law, medicine, and theology, preparatory to practice, it would seem self-evident that special training is necessary in a department which precedes all these in the order of time and the order of nature, and which lays the foundation for these and for all other pursuits. A knowledge of the best modes of teaching, and of the best modes of dealing with the young, does not come by intuition, any more than a knowledge of science, art, or trade. If seven years are not too long in which to learn mechanical business, two years are certainly not too long in which to learn to deal with immortal minds. If a man will not knowingly entrust his body to an incompetent physician, nor his eternal interests to an incompetent spiritual adviser, it would seem to require no proof to show that he should not entrust both the bodies and the souls of his children to an incompetent instructor. The most vital interests and the most delicate work of society, certainly ought not to be committed to ignorant, impotent, nor unskilful hands.

The Committee believe that the only obstacle to the highest utility of our Normal Schools is found in the inadequate preparation of some who find admission. This necessitates an expenditure of time and labor in doing what ought to have been previously done. These schools are intended to be professional. Pupils should go there, not to obtain an education, but to learn how to teach. A gradual elevation of the standard of admission is deemed desirable.

The Committee cannot forbear to suggest that the most rigid scrutiny should precede the granting of diplomas. Many a person of genius in particular directions, and of high culture, has made an utter failure in the business of instructing others. Unless these diplomas can be relied upon as an endorsement of the holder's adaptation for teaching, as well as of thorough intellectual training, they will soon fall into disrepute, and our Normal Schools will fail to inspire universal confidence. The same evil

consequences may flow from a lack of physical health or maturity of judgment on the part of the recipients of diplomas. A sound mind in a sound body is nowhere more indispensable than in the school-room. Great care in these particulars is deemed essential, and possibly a more advanced age than at present should be required for admission and graduation.

For the Committee,

L. J. DUDLEY.

STATE SCHOLARSHIPS.

In the Twenty-Sixth Annual Report, I presented some statistics upon the law relating to State Scholarships, (Gen. Stats., chap. 37,) and to suggest certain amendments which experience seemed to demand, in order to render it more efficient in securing the objects proposed in its enactment.

The subject was presented to the legislature at its next session by the committee of this Board, and the result was the enactment of the following law :—

[CHAP. 218.]

AN ACT concerning State Scholarships.

Be it enacted, &c., as follows :

SECT. 1. The school committees of the towns and cities of each class may, in the year in which their class is entitled to scholarships, recommend as candidates therefor, young men, inhabitants of their town or city, who shall furnish the board of education with the certificate of the president of some incorporated college in the Commonwealth, that they have been members thereof for the term of one year at least, that they have been faithful in their studies, exemplary in their deportment, and rank in scholarship among the first half of their class; and said board, together with the senator, if he resides within any section of such class, shall select from such candidates one scholar from each section, whom they judge the most deserving and likely to become useful as a teacher.

If any section presents no such suitable candidate, the place may be filled by the board from the candidates of the other sections of the same class; and if, from a deficiency of proper candidates, less than ten scholars are selected from a class, the board may complete the number from the state at large.

SECT. 2. The selections for scholarships required to be made by the board, and by the senators within the respective sections, shall be made at a meeting held annually at the office of the secretary of the board, at such time in the month of August as the board appoints, of which the secretary shall give notice. The selections to be made by the board alone may be made at the same or at any other time during the year.

SECT. 3. Any such scholar after leaving college shall, unless excused therefrom by the board of education, attend a state normal school at least one term, and for each term not exceeding two during which he attends such school, he shall, upon producing a certificate of such attendance, and of the faithful and exemplary performance of his duties there, from the principal master thereof, be paid by the board of education, from any unexpended balance of the funds provided by section ten of the thirty-seventh chapter of the General Statutes, the sum of fifty dollars.

SECT. 4. Sections third, fifth and eighth of chapter thirty-seventh of the General Statutes are hereby repealed. [*Approved, May 11, 1864.*]

The two ends secured by this Act are: first, the selection of scholars will hereafter be made from students who have already spent one year in college, and thus had some opportunity to develop their fitness as scholars and men for the work of teaching; and second, the requirement that each State scholar shall, upon graduation, unless excused therefrom by this Board, attend a State Normal School at least one term.

The original "selections for scholarships" are required to be made at such time in the month of August as this Board shall appoint; while selections to fill vacancies may be made at the same, or at any other time during the year. The first election to fill a new class will take place in August, 1866.

TOWN REPORTS.

Accompanying this report will be found the usual selection of extracts from the town reports. These have been made in accordance with an original order of this Board, and the uniform usage of my predecessors, and at no small cost of labor and care. I am aware that the remark is sometimes made that this feature in the Annual Report might well be dispensed with; that it is a "hodge podge" which nobody cares to read, involving an amount of labor in preparing and expense in printing, which might better be expended in some other way. Such remarks, I have ample reason to know, are more sharp than just or wise. Abundant proof is furnished in the reports themselves, that their authors have often carefully read and considered the facts and opinions and suggestions contained in these extracts. These are the results of local experience, in an endless variety of circumstances, and thus have great practical value for those who may be

called to act, without previous experience, in similar circumstances. Thus they furnish points of comparison, and important aids to school committees and teachers in cases of doubt and difficulty.

In this way, the usages of the different towns, instead of constantly diverging, become more uniform, and our school system is moulded into a more harmonious whole.

Remarking upon this subject, Mr. Mann, in his Tenth Annual Report, says:—

“In reading the reports from year to year, it has been interesting to remark, how a voice of wisdom emanating from one committee, perhaps in a remote or obscure section of the State, would, the succeeding year, be echoed back from a hundred points; and how an original or important suggestion thrown out for consideration, in one town, would come back the subsequent year, reported upon as tried by the test of experiment, and ratified. In some instances, two different towns have tried the same experiment with different results, and hence have sent forth opposite opinions respecting its utility. Upon this conflict of testimony, a third town has re-subjected the case to experiment, detected the causes of the different results which had been reported, and determined more accurately the conditions of success.”

Moreover, intelligent friends of education in other States and in foreign countries, have borne willing testimony to the great interest and value of these extracts as giving a more life-like picture of our school system than any single report, however able and elaborate, could do; and also to the evidence they afford of the high degree of intelligence and wisdom displayed in its local administration.

I hope I may remark, without giving offence, that there has been a marked change, and, as I think, improvement in the reports since my acquaintance with them began. This is particularly noticeable in the selection of topics for remark and discussion. Until a recent period, very many were mainly filled with minute descriptions of the various shades of character of the teachers, and often of sharp criticism upon their methods of teaching and school discipline. I am well aware that it is not my province to prescribe, perhaps not even to give advice as to what extent the highest welfare of the schools justifies a resort to such personal criticisms. This subject received a very candid and able discus-

sion, at the annual meeting of the State Teachers' Association, in November, 1863, which was reported in the "Massachusetts Teacher" for December following. I accord fully with the views expressed by the gentleman who opened that discussion, and am happy to know that the views he expressed have been heartily endorsed by many town committees in different sections of the State.

The course of remark animadverted on has doubtless been pursued from a conviction that it is required by the law. A brief examination of the statute will set this matter in its true light. It is as follows:—

"The school committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the committee deem necessary or proper to promote the interests thereof."

That the "detailed report of the condition of the several public schools," will properly include the order maintained in them and the progress of the pupils in their studies, and so, by implication, the character of the teacher as a disciplinarian and instructor, there is no doubt. But that a "detailed report" of the various mental and moral characteristics of the teacher is not the "detailed report of the condition of the several public schools," contemplated by the statute, is equally clear. Such a report, however candid and discriminating it may be, will fall far short of furnishing any satisfactory knowledge of the character and condition of the school itself—such knowledge as will enable the citizens of the town to appreciate the force and value of the "statements and suggestions" made by the committee, to "promote the interests" of said schools. There are numerous other matters, of vital moment to the prosperity of the schools, with reference to which the town needs "detailed" and accurate information, in order to a correct understanding and an intelligent discharge of its duties in this most responsible department of municipal action. Such, for instance, as the following particulars, may well be included in a "detailed report":—the number of scholars in the district; the whole number attending school; the average attendance; the number attending under five years and over fifteen years of age; the studies pursued and the general progress made; the mention by name and commendation of such as have approved themselves

worthy, by their punctuality, good conduct, and successful efforts in study; the like mention and reprehension of such as have been conspicuous for negligent attendance, bad behavior, and indolent habits of study; the character of the school-house,—its fitness or unfitness for its object; its state of repair; its condition as to heating and ventilation; the character and quality of its furniture; the books of reference, blackboards, and other illustrative apparatus; what portion furnished by the district and what by the general committee; how many of the committee have visited each school, and at what times; the names and number of pupils supplied by the committee, in obedience to the law, with text-books; the number of visits made by parents; the length of the terms of each school in weeks and days, &c., &c.

Information upon such particulars as these would, as it seems to me, constitute such a “detailed report” as the statute contemplates; would furnish to the town an accurate view of the working of its system of schools; disclose defects in them; show whether the prudential and general committees had discharged their several duties with intelligence and fidelity, and whether the town had received a fair equivalent for the money expended. A body of such reports would also furnish to this Board, its Secretary and agents, most important guidance and assistance in the discharge of their duties.

Before dismissing this topic I beg leave to advert to one or two expressions of opinion found in different reports, as to the duties of town committees, which require a moment’s notice.

In one report the committee complain of the great diversity of text-books in the schools, and say that “this abuse can be corrected by *parents*, with the aid of *teachers*.” “Will they do it? or shall the committee use the power vested in them to compel it?”

The statute (chap. 38, sect. 28, Gen. Stat.,) says:—“The school committee SHALL DIRECT what school-books shall be used in the public schools,” &c. I respectfully suggest that this language does not simply *invest the committee with power*. It does far more. It imposes a duty—a most important duty—the faithful discharge of which is absolutely essential to the well-being of the school. It is a duty, too, which can not be turned over for a single day to the parent, and much less can it be thrust upon the teacher, whose load of responsibility is already heavy enough; and the neglect to discharge the duty for a whole year, is poorly atoned

for by supplications, however earnest, to others to perform it. I am fully satisfied from what I read and what I witness of the working of our school system, that its failures to accomplish its greatest good too often result from the unwillingness of school committees to assume the full responsibilities and fearlessly to discharge the entire duties of their office.

In no respect is this remark more frequently exemplified than in the unwillingness—and often the total neglect—of committees to furnish to destitute children the necessary text-books,—a course of conduct, or rather *mis*-conduct, which must either drive such children from the school and consign them to a life of ignorance, or else retain them there to the serious disadvantage and loss of their fellows. It is painful to notice, in some instances, such a course reported by the committee with evident complacency, as a praiseworthy method of reducing the expenditures of the town, although a flagrant violation of a plain and most beneficent law.

Another committee, after speaking of the manner in which they had examined the teachers presented to them for that purpose, say: “Your committee are required, in commissioning teachers, to pass upon their *educational* attainments *only*.”

If the committee shall favor this report with a perusal, I invite their serious consideration of the following language:—The school committee . . . shall require *full and satisfactory evidence of the good moral character* of all instructors who may be employed (no matter by whom;) and shall ascertain, by personal examination, their qualifications, &c. (Chap. 38, sect. 23, Gen. Stats.)

This language is sufficiently plain. So far from ignoring the matter of moral character, this statute makes it the duty of the committee to “require *full and satisfactory evidence*” on this point, as a condition precedent to the examination in regard to “educational attainments.” Until fully satisfied here, it is their plain duty to refuse to proceed a single step in the examination. The moral element in the character of the teacher is, of all others, the most vital. The candidate may have learning, and skill, and genius, yet if his moral nature be impure, his permitted intrusion into the school-room—that sacred enclosure where our youth are preparing for their life-struggle under the burden of cares, and duties, and temptations which await them—would be like the entrance of the arch fiend into paradise.

SCHOOLS SIX MONTHS.

In my last report I called attention to the provision of the General Statutes, chap. 38, sect. 1, that "in every town in the Commonwealth, there shall be kept, for at least six months in each year, at the expense of the town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein," &c., and gave a list compiled from the returns made to this office, of those towns which had failed to obey the law during the previous year. This list contained the names of eighty-three towns, or one-fourth of the whole number in the State. In many of these the deficiency was but a few days, while in twenty or more, the time was less than five months. Other statistics given in the same tables, tended strongly to show that the short school terms were largely owing to the great number of school districts into which the towns in question were subdivided.

As this is a matter of too serious import to pass with a single notice, I take the liberty of presenting the following table, accurately compiled from the returns of the present year:—

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Towns whose Schools are kept less than Six Months.

COUNTIES AND TOWNS.		Population.	Number of Dis- tricts.	No. of Schools.	No. between 5 and 15 years.	Avg. No. persons between 5 & 15, per School.	Sum appropri- ated by the town.	Average sum to each District.	Sum per each person betw 5 and 15.	Aggregate Length of Schools.		Average Length of Schools.	
										Mos.	Days.	Mos.	Days.
ESSEX COUNTY.													
10	Newbury,	1,444	7	9	276	31	\$1,050 00	\$150 00	\$3 80	51		5-13	
MIDDLESEX COUNTY.													
	Ashby,	1,091	9	9	203	23	1,000 00	111 11	4 93	50-05		5-12	
	Carlisle,	621	5	5	103	21	600 00	120 00	5 82	26-10		5-06	
	Dunstable,	487	5	5	95	19	450 00	90 00	4 74	24-12		4-18	
	Pepperell,	1,895	10	10	371	37	1,000 00	100 00	2 70	49-19		5	
	Townsend,	2,005	13	14	349	25	1,600 00	123 08	4 58	67-05		4-16	
	Tyngsborough,	626	7	8	106	13	700 00	100 00	6 60	39-16		5	
WORCESTER COUNTY.													
	Ashburnham,	2,108	11	14	458	33	1,500 00	136 36	3 28	66-04		4-15	
	Athol,	2,604	12	15	519	35	2,000 00	166 67	3 85	78-10		5-05	
	Anburn,	914	7	7	183	26	700 00	100 00	3 83	39-10		5-13	
	Barre,	2,973	17	20	577	29	2,800 00	164 71	4 85	107		5-07	
	Boylston,	929	6	6	151	25	600 00	100 00	3 97	30-09		5-02	
	Dana,	876	6	6	180	30	739 77	123 29	4 11	34-12		5-15	
	Gardner,	2,646	6	12	515	43	1,500 00	250 00	2 91	61-09		5-02	
	Hubbardston,	1,621	13	14	325	23	1,400 00	107 69	4 31	64-11		4-12	
	Mendon,	1,351	7	8	304	38	927 09	132 44	3 05	43-04		5-08	
	Northborough,	1,565	6	7	223	32	1,200 00	200 00	5 38	40-10		5-16	
	North Brookfield,	2,760	8	14	557	40	2,350 00	293 75	4 22	77-10		5-11	
	Oakham,	959	8	8	155	19	700 00	87 50	4 52	38-13		4-17	

Towns whose Schools are kept less than Six Months—Continued.

COUNTIES AND TOWNS.	Population.	Number of Dis- tricts.	No. of Schools.	No. between 5 and 15 years.	Avg. No. persons between 5 & 15 per School.	Sum appropri- ated by the town.	Average sum to each District.	Sum per each person betw'n 5 and 15.	Aggregate Length of Schools.		Average Length of Schools.		
									Mos.	Days.	Mos.	Days.	
WORCESTER Co.—Continued.													
Paxton,	725	5	6	149	25	\$600 00	\$120 00	\$4 03	29-15		4-19		
Petersham,	1,405	13	14	292	21	1,200 00	92 31	4 11	70-15		5-01		
Phillipston,	764	7	7	157	22	600 00	85 71	3 82	33-03		4-15		
Royalston,	1,486	12	14	323	23	1,000 00	83 33	3 10	71-13		5-02		
Rutland,	1,076	10	10	224	22	1,000 00	100 00	4 46	51-09		5-03		
Spencer,	2,777	11	15	597	40	2,700 00	245 45	4 52	88-01		5-17		
Sterling,	1,918	11	12	343	29	1,700 00	154 55	4 96	71		5-18		
Sutton,	2,676	13	15	551	37	1,500 00	115 38	2 72	72-08		4-17		
Templeton,	2,816	9	14	469	34	2,200 00	244 44	4 69	76-10		5-09		
Upton,	1,986	9	13	358	28	1,900 00	211 11	5 31	62-03		4-16		
Warren,	2,107	9	11	378	34	1,200 00	133 33	3 17	64		5-16		
West Brookfield,	1,548	6	9	317	37	1,100 00	183 33	3 47	50-08		5-12		
Westminster,	1,840	12	13	376	29	1,500 00	125 00	3 99	69-07		5-07		
Winchendon,	2,624	10	12	525	44	1,800 00	180 00	3 43	67-10		5-13		
HAMPSHIRE COUNTY.													
Belchertown,	2,709	18	19	557	29	2,000 00	111 11	3 59	110-11		5-16		
Enfield,	1,025	8	9	207	23	800 00	100 00	3 86	49-18		5-11		
Goshen,	439	5	5	73	15	350 00	70 00	4 79	28-05		5-13		
Greenwich,	699	7	7	114	16	800 00	114 29	7 02	38-15		5-11		
Middlefield,	748	11	11	163	15	592 26	53 84	3 63	51-05		4-13		
Pelham,	748	7	7	175	25	500 00	71 43	2 86	36-12		5-05		
Plainfield,	639	10	10	88	9	400 00	40 00	4 55	51-05		5-03		
Prescott,	611	6	6	105	18	523 98	87 33	4 99	29-10		4-18		
Westhampton,	608	5	5	135	27	500 00	100 00	3 70	26-05		5-05		

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HAMPDEN COUNTY.

Blandford,	1,256	13	14	238	17	\$700 00	\$53 85	\$2 94	73-13	5-05
Brimfield,	1,363	10	10	258	26	1,200 00	120 00	4 65	57-10	5-15
Chester,	1,314	13	12	254	21	800 00	61 54	3 15	70-07	5-17
Holland,	419	4	4	100	25	250 00	62 50	2 50	21-19	5-10
Tolland,	596	9	8	129	16	402 00	44 67	3 12	42-10	5-06
Wales,	677	5	6	135	23	475 00	95 00	3 52	35-10	5-18

FRANKLIN COUNTY.

Ashfield,	1,302	14	14	256	18	1,055 82	75 42	4 12	82-13	5-18
Buckland,	1,702	8	13	353	27	1,000 00	125 00	2 83	62-16	4-17
Charlton,	1,075	9	9	208	23	600 00	66 66	2 88	43-10	4-17
Coleraine,	1,798	18	18	355	20	1,000 00	55 56	2 82	95-04	5-06
Conway,	1,689	15	16	338	21	1,300 00	86 67	3 85	95-10	5-19
Erving,	527	4	4	118	30	546 00	136 50	4 62	23-17	5-19
Hawley,	671	11	9	137	15	600 00	54 55	4 38	36-01	4
Heath,	661	9	8	139	17	500 00	55 55	3 60	43-16	5-10
Leverett,	964	8	8	210	26	600 00	75 00	2 86	44-04	5-11
Monroe,	236	4	4	42	11	96 00	24 00	2 29	12-14	3-04
Montague,	1,593	12	12	358	30	1,362 00	113 50	3 80	70-10	5-18
New Salem,	957	12	12	231	19	1,000 00	83 33	4 33	66-10	5-11
Northfield,	1,712	14	14	390	28	1,266 00	90 43	3 25	80-05	5-15
Orange,	1,622	12	14	327	23	1,200 00	100 00	3 67	67-13	4-17
Rowe,	619	7	8	153	19	450 00	64 28	2 94	41	5-03
Shutesbury,	798	10	10	165	17	600 00	60 00	3 64	41	4-02
Sunderland,	839	-	9	202	22	850 50	-	4 21	48-04	5-07
Warwick,	932	10	11	194	18	800 00	80 00	4 12	57	5-04
Wendell,	704	9	9	139	15	500 00	55 55	3 60	41-06	4-12

BERKSHIRE COUNTY.

Becket,	1,578	10	12	335	28	800 00	80 00	2 39	68-13	5-14
Clarksburg,	420	4	4	115	29	200 00	50 00	1 74	21-14	5-08
Florida,	645	2	6	110	18	300 00	150 00	2 73	31-14	5-06

Towns whose Schools are kept less than Six Months—Concluded.

COUNTIES AND TOWNS.	Population.	Number of Dis- tricts.	No. of Schools.	No. between 5 and 15 years.	Avg. No. persons between 5 & 15 per School.	Sum appropri- ated by the town.	Average sum to each District.	Sum per each person betw'n 5 and 15.	Aggregate Length of Schools.		Average Length of Schools.		
									Mos.	Days.	Mos.	Days.	
BERKSHIRE Co.—Continued.													
Mount Washington,	321	3	3	84	28	\$210 00	\$70 00	\$2 50	17		5-13		
New Ashford,	239	2	2	44	22	125 00	62 50	2 84	11		5-10		
Otis,	998	9	9	167	19	600 00	66 67	3 59	51-07		5-14		
Peru,	499	5	5	85	17	310 00	62 00	3 65	28-15		5-15		
Sandisfield,	1,585	15	15	318	21	1,000 00	66 67	3 14	85-06		5-14		
Washington,	948	9	9	224	25	603 75	67 08	2 70	53-12		5-19		
Windsor,	839	11	11	160	15	500 00	45 45	3 13	62-01		5-13		
NORFOLK COUNTY.													
Bellingham,	1,313	10	11	288	26	1,040 63	104 06	3 61	65-05		5-19		
BRISTOL COUNTY.													
Dighton,	1,733	11	11	252	23	1,400 00	127 27	5 56	64-15		5-18		
Rehoboth,	1,932	15	15	398	27	1,343 39	89 56	3 38	86		5-15		
Somerset,	1,793	4	7	417	60	1,200 00	300 00	2 88	41		5-17		
Swansey,	1,430	10	10	247	21	1,217 73	121 77	4 93	58-15		5-18		
PLYMOUTH COUNTY.													
Halifax,	766	5	5	130	26	500 00	100 00	3 85	25-09		5-02		
Lakeville,	1,160	11	11	178	16	1,000 00	90 91	5 62	62-09		5-14		
Mattapoisett,	1,483	6	9	262	29	1,000 00	166 67	3 82	49-05		5-09		
Rochester,	1,232	11	11	233	21	1,100 00	100 00	4 72	65-13		5-19		
BARNSTABLE COUNTY.													
Truro,	1,583	—	11	389	35	1,500 00	—	3 86	59-05		5-08		

In the foregoing table, the average length of the schools is found in each case, by dividing the aggregate number of months and days by the whole number of schools, as given in another column,—allowing twenty days for a month.

It will be seen that some towns return more schools than districts. When two or more schools are kept in a district during all the terms of the year, the average time in the table will be accurate; but when such schools are kept for only a part of the year, the average time will be too short. As the returns are now made, it is impossible to make the distinction; and hence the names of all the towns are given whose schools appear to fall short of the time prescribed by the statutes. Means have been taken to insure entire accuracy in future returns.

The table gives the names of eighty-seven towns. Twenty-two lack only three days of the required time. In forty-six others the schools are kept five months or more; while in nineteen towns the schools are less than five, and in some instances less than four months in length.

After making full allowance, then, for any inaccuracies in the table for the reason above given, there remains abundant proof of a sad lack of school privileges in very many of our towns, and hardly less convincing is the proof of the cause.

This is found not alone, nor indeed chiefly in inadequate appropriations, for in very many instances the amount for each scholar is large; but in the unnecessary multiplication of school districts and schools. If those columns be carefully scanned which give the number of districts and of schools in each town, the average number of pupils, and the sums of money appropriated to each by such a division, I am sure that there need be no further inquiry as to the great number not only of short schools, but also of feeble and inefficient ones.

But it must be borne in mind that our table gives only averages and that in the *actual* distribution both of scholars and of money, there will be found numerous instances of unequal and almost infinitesimal divisions, alike ludicrous and painful to contemplate.

As proof and specimen of this, I quote from the report of one of the towns, which contains ten districts and an average of seventeen scholars to each, by the table, the following description of one of the schools:—

"No. 7, or Macedonia District. But one term, (fall.) Miss —— Teacher. This was the smallest school in town, there being but *four scholars*, and two of these never having attended school before. 'Yet,' say the committee, as if equally surprised and gratified at the result, 'perhaps no school in town made more rapid progress than this.'"

This certainly is carrying out the favorite principle of subdivision, nearly to its extreme limits, so near that it is to be hoped the good people of the town will not be encouraged by the favorable report of their committee to subdivide the Macedonia district, in any future arrangement of their territory into school districts.

Nor is this a solitary case. Another town named in the table, appears to have eighty-eight scholars divided among ten districts, giving to each an average of less than nine. It would not be surprising to find in one or more of these districts no larger number than in the "Macedonia district."

In 1852, Dr. Sears found that in thirty towns whose whole number of districts was 345, there were 193 "in which the whole attendance fluctuated between five and fifteen." I fear that the same number of towns might be selected from those named in the foregoing table, whose school statistics would show no better results.

Not alone, then, to stinted appropriations, but also to the unwise subdivision of them, must the evil of which I am speaking be attributed.

If such are the causes, the remedy is not less plain. Doubtless in many instances the appropriation should be larger than now; but in still more the number of schools should be much smaller. I am well aware of the objections which are everywhere urged, and which sometimes actually exist, against any change in this direction. But possessing, as I do, an intimate knowledge of some of these towns, whose extended territory and sparse population are the most unfavorable to the change which I urge, and reasoning from these to the others, I cannot doubt that the 700 schools enumerated in the table could be reduced to at least two-thirds of the number, without any considerable inconvenience arising from the greater distance to be travelled, and with such manifest improvement of the schools in quality as well as in length, as would cause equal surprise and gratification. Better, far better as all experience testifies, that the parent send his

children one mile—nay, two miles—to a good school, than a half mile to a poor or indifferent one.

The whole matter lies in a nut-shell. Is the statute under consideration, an unwise and unjust one? Does it press with undue severity and harshness upon these towns? If so, let it be repealed at once. If, on the contrary, the law is reasonable, just and wise, let it be obeyed, promptly, cheerfully, fully. The highest good of the rising generation demands it. The public welfare demands it. The unhappy effect on the public conscience of a persistent disobedience to its injunctions, also demands it—a consideration which I respectfully urge upon the attention of law-loving and law-abiding citizens, as one of no trifling importance, though so often overlooked.

HIGH SCHOOLS.

In my last Report I invited attention to the important relation which the High Schools sustain to our Public School system; to their important influence upon the educational and moral interests of the towns which support them; and to the melancholy fact that many towns, in violation of the law, neglect to avail themselves of the privileges which they offer; and gave a list of such towns, with the number of families and valuation in each.

So great is the importance of this topic, especially in the present condition of affairs respecting public education, that, at the risk of repetition, I invite your serious consideration to a brief discussion of it in this connection.

Indeed, the High School as the crown of our system of Public Free Schools, has been regarded with deep interest by this Board ever since its organization. And that this interest has not been a barren one, is shown by the fact that while there were at that period but fourteen High Schools in the Commonwealth outside of the city of Boston, the number to-day is more than one hundred.

In his first report Mr. Mann entered into an able and elaborate discussion of their essential relation to our school system. He conclusively showed that the failure to support these schools was an unfortunate departure from the ancient practice, and a potent cause of the neglect into which the Common Schools had fallen in the more populous and wealthy portions of the State, and their consequent low state at the time he wrote.

He showed that there were forty-three towns, embracing two-fifths of all the population in the Commonwealth out of Boston, each having more than five hundred householders, and therefore required by law to maintain a High School; and that only fourteen of them obeyed the law—indeed, but ten or eleven maintained such schools as the law contemplated.

He urged in strong terms the superior claims of the High School over the Private School and Academy, which had so largely taken its place, as furnishing an education the best adapted to our circumstances, character, and wants as a free people; and earnestly and eloquently advocated a return to the policy of our fathers in establishing and generously supporting them.

In his report for 1854, speaking of the advancement made at that date in our means of education, Dr. Sears uses the following language, respecting High Schools:—

“What particularly distinguishes the present state of education amongst us, from that of former times, is the existence of so many free High Schools. Until quite recently, such schools were found only in a few large towns. The idea of a free education did not generally extend beyond that given in the common district school. All higher education was supposed to be a privilege which each individual should purchase at his own expense. For this class of persons academies were founded by different bodies of men, to which the State sometimes made liberal donations. For want of good Public Schools, numerous select schools were opened by individuals, and crowded with pupils, which, at the present time, could not be sustained. It is true, a law existed, requiring towns of 4,000 inhabitants, or 500 families, to maintain what are now termed Latin and English High Schools. But how many such actually existed in the year 1848? Scarcely more than a dozen in all. When the rapid increase of our population brought many other towns within the conditions of the law that rendered the maintenance of a High School obligatory upon them, objections were urged against the law itself, and strong efforts were made to induce the legislature to repeal it. * * * But the great idea of providing by law for the education of the people in a higher grade of Public Schools prevailed. * * * The State proceeded deliberately and firmly to bring that higher education, which is intermediate between the district school and the college, more directly under the control of law, and not to exempt any town, having the requisite population, from the obligation to maintain a High School. * * * The results have been most happy. High Schools have sprung up rapidly in all parts of the Commonwealth, within the last six years, making the number about eighty. * * * * *

"The effect of this order of schools in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State, and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; make young men of superior minds conscious of their powers; bring those who are by nature destined to public service, to institutions suited to foster their talents; give a new impulse to the colleges, not only by swelling the number of their students, but by raising the standard of excellence in them; and finally, give to the public, with all the advantages of education, men who otherwise might have remained in obscurity, or acted their part, struggling with embarrassments and difficulties.

"There are no better schools in the Commonwealth than some of our High Schools, and to these families of the highest character now prefer to send their children. This makes our schools common in the best sense of the word, common to all classes, nurseries for a truly republican feeling, public sanctuaries, where the children of the Commonwealth fraternally meet, and where the spirit of caste and of party can find no admittance."

Longer experience has developed other advantages than those so well stated in the foregoing extracts, which are too important to be overlooked.

Prominent among these is the powerful and happy influence which they exert upon the schools of a lower grade. They present to the young pupils higher standards and more glittering prizes than their own schools can offer, and inspire their breasts with hope and a noble courage to gain them. Thus they induce habits of order, obedience, self-control, and of patient and resolute industry so essential to successful study; greater progress is made, and the standard of the lower schools is elevated.

The school committee of Somerville in their annual report, speaking on this point, use the following language:—

"Questions may be put at any time to pupils in the other schools to ascertain who among them are aiming for 'the place where they teach Greek, Latin, and Algebra,' and it will be seen that even the youngest children in the primary grade have started for the High School, and will feel its influence as an incitement and hope through their whole course of instruction. Even if we throw out of the account those valuable results—the knowledge and training imparted in the High School itself—the good the school does in its influence upon all the other schools would amply compensate for its cost. Many a pupil who will never enter its walls as a student, will, nevertheless, be benefited by it, and feel the benefit all his life."

But this is not all. In the language of the committee of Grafton, its influence

“Goes from the school to the family. Thus, a good High School is adapted not merely for the cultivation and refinement of those who receive its immediate benefits, but it is calculated to exert a purifying and refining influence upon society in general, to raise the tone of education, to set up worthy objects as the end of life, to incite new thought, and start the rising generation from a higher level than that on which their fathers stood. Thus, every parent has an interest in the High School, even though his children do not enjoy its advantages.”

Again, experience has shown that a well-conducted High School renders most important service in educating teachers, especially for the supply of the home demand. The value of this service will be better appreciated when we bear in mind that we have 4,675 Public Schools, giving employment to 7,352 teachers, only a small proportion of whom can be supplied by the Normal Schools. Every effort, therefore, made in the High Schools and Academies of the State to give special preparation to their pupils for the teacher's work should receive all possible encouragement. In some of the High Schools the courses of study are arranged and instruction is given with reference to this end. If such a course were adopted by all these schools a vast benefit would accrue to the Commonwealth.

And here I beg leave to refer to similar provisions made for the partial education of teachers in a sister State. By an Act of her legislature, passed March, 1849, New York appropriated \$250 per annum to such Academies as the regents of the University might designate in the several counties, on condition that during four months in the year they should “give gratuitous instruction in the theory and practice of teaching, to at least twenty persons intending to be teachers in the Common Schools.”

By a subsequent Act, passed in 1855, the treasurer is directed to pay yearly to the trustees of all Academies, selected by the regents of the University, the sum of ten dollars for each scholar, not exceeding twenty scholars to each Academy, *instructed under a course prescribed by the regents of the University*, during at least one-third of the academic year, in the science of Common School teaching.

The number of Academies and Free, or High Schools, so selected in 1862, was ninety ; and the amount appropriated \$18,000.

The average number annually taught, for a period of about fourteen weeks is 1,595, at an annual average expense of \$16,680.

I respectfully suggest it as a matter worthy of serious consideration by the guardians of our endowed Academies, whether similar provisions for the partial education of teachers, with such modifications as to details as our circumstances might demand, might not be engrafted into the courses of study of the institutions under their control, with the prospect of manifest advantage to the institutions themselves, and great good to the community.

Such an arrangement with those Academies which are within convenient distances of the portions of the Commonwealth least favored with Public Schools of the higher grades, would do much towards meeting the constantly increasing and deeply felt want of teachers of higher qualifications for the Common Schools ; and towards elevating their character and condition.

With our leading Academies and High Schools devoting a portion of each year to the professional training of teachers for our Common Schools ; with the four Normal Schools successfully engaged in giving a more extended and thorough training ; and, in addition to these, with the forty-eight scholarships in our Colleges for the preparation of teachers for our High Schools, our means for the preparatory training of teachers would seem to be well adapted to the wants of the whole people.

But I return from this digression, and remark again, that one of the peculiar advantages of the High School is, that it brings home the benefits of a superior education alike to all classes of the people, and thus beautifully illustrates and makes practical the theory of equal rights, on which our institutions are founded.

Here, the children of the rich and the poor, of the honored and the unknown, meet together on common ground. Their pursuits, their aims and aspirations are one. No distinctions find place, but such as talent and industry and good conduct create. In the competitions, the defeats and the successes of the school-room, they meet each other as they are to meet in the broader fields of life before them ; they are taught to distinguish between the essential and true, and the factitious and false, in character and condition. The children of the poor, animated with the hopes and courage which a successful competition with companions,

more favored by fortune than themselves, inevitably inspires, are prepared to combat, with a braver heart and a stronger arm, the difficulties and discouragements which oppose them; while the children of the wealthy are taught to yield a just and cordial respect to talents and virtues, clothed in humble garb. Thus a vast and mutual benefit is the result. Thus, and only thus, can the rising generation be best prepared for the duties and responsibilities of citizenship in a free commonwealth. No foundations will be laid in our social life for the brazen walls of caste; and our political life, which is but the outgrowth of the social, will pulsate in harmony with it, and so be kept true to the grand ideal of the fathers and founders of the republic.

As, then, we prize and cherish the free institutions which we have inherited, and would transmit them to future generations, let us spare no effort, and shrink from no sacrifice, so that we may make the means and opportunities of a broad and generous culture, no less than those of a rudimental education, free as the breath of heaven to all.

But leaving the farther consideration of the peculiar advantages of High Schools, I proceed to notice some of their characteristic features, as defined by the statutes, and developed by practical experience; and then to inquire to what extent their advantages are enjoyed.

As defined by the statute, (chap. 38, sect. 2,) the High School is a school kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and by a master of competent ability and good morals, who, in addition to the branches required to be taught in the Common School, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language. This defines a school of the second class, which every town containing five hundred families, or householders, is required to keep.

In a school of the first class, the teacher, or teachers, shall be competent, in addition to the above-named branches, to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy. All towns containing four thousand inhabitants are required to maintain such a school.

This enumeration embraces a broad, comprehensive, and generous course of study; a course, if fairly mastered, "sufficient," in the language of ex-governor Boutwell, "for a good classical, as well as a good business training of the youth of the Commonwealth; and better" in many of the schools, "than was given at Harvard College at the time of the adoption of the Constitution;" and, he well adds, "I am not aware that any other State of the country, or the world, has made as ample provision for the education of the young."

Experience has shown, that to secure the best results, such a school must have a fixed locality. In every instance, the attempt to sustain a peripatetic school has failed. Inasmuch as all cannot be accommodated alike, the school should be established "where the greatest number of pupils can be gathered with the least trouble."

The school-house should have a pleasant and healthful site, and not be seated on some bleak elevation, or in the dismal swamp of the town, because the geographical centre is found to be there. It should have ample rooms, equably warmed and well ventilated, for study, recitations, and lectures; and be furnished with maps, charts, books of reference, chemical and philosophical apparatus, with specimens in botany, mineralogy, and, in fine, with all that is needful for illustrating the different branches of study pursued.

The branches of study should be arranged into a systematic and logical course,—provision being made for those who are preparing for college,—and ample time given for its thorough completion. This will vary from three to five or six years, according to circumstances. In a majority of the schools it is not less than three years.

Pupils should be admitted only after a careful and impartial examination has shown them to be thoroughly grounded in the elementary branches, so as to be able to pursue the prescribed course with ease and profit to themselves, and without hindrance to others.

The school should have an orderly arrangement into classes; and the course of study be adhered to with as little deviation as possible by individuals.

Such, briefly stated, are the principal characteristics of the Massachusetts High School, which fairly realize the idea contemplated by the statutes.

I now proceed to inquire to what extent the people of the Commonwealth have availed themselves of the privileges and advantages which these schools afford. And that I may set this matter in the clearest light possible, I present a series of tables; the first giving the names of all the towns having four thousand inhabitants, and required to keep a High School of the first class, with the number of families, the population by the census of 1860, the number of High Schools in each, their length, and the salary of the principal teacher in the year 1863.

In a second and similar table are found the names of the towns having five hundred families and less than four thousand inhabitants, and therefore required to keep a High School of the second class.

A third table gives the names of the towns which have four hundred and less than five hundred families, and therefore not required to keep a High School, designating those which support a High School, and also their valuation at the present time.

A fourth contains the names, &c., of those towns having less than four hundred families, which support a High School or make some analogous provision for the instruction of their children.

TABLE NO. 1,—*Showing the number of towns having four thousand inhabitants and required by law to maintain a High School of the first class. Delinquent towns are printed in italics.*

COUNTIES AND TOWNS.	No. of Families.	Population.	Number of High Schools.	Length of School—months.	Salary of Principal.
SUFFOLK COUNTY.					
Boston,	32,623	177,818	3*	9 $\frac{3}{10}$	\$2,800 00
Chelsea,	2,596	13,395	1	10	1,600 00
ESSEX COUNTY.					
Andover,	993	4,765	1	10	—
Beverly,	1,396	6,154	1	9	1,000 00
Danvers,	1,069	5,110	1	10	925 00
Gloucester,	2,218	10,904	2*	10 $\frac{1}{4}$	900 00
Haverhill,	2,027	9,995	1	10	1,000 00
Lawrence,	3,197	17,639	1	10 $\frac{1}{2}$	1,200 00

* One school for females.

TABLE NO. 1.—*Continued.*

COUNTIES AND TOWNS.	No. of Families.	Population.	Number of High Schools.	Length of School — months.	Salary of Principal.
Lynn,	4,113	19,083	1	10 $\frac{1}{2}$	\$1,200 00
Marblehead,	1,653	7,646	1	11 $\frac{1}{4}$	700 00
Newburyport,	2,502	13,401	2*	10	1,000 00
Salem,	4,709	22,252	1	10 $\frac{1}{2}$	1,500 00
South Danvers,	1,331	6,549	1	10 $\frac{3}{4}$	1,000 00
MIDDLESEX COUNTY.					
Cambridge,	5,066	26,060	1	10	1,800 00
Charlestown,	4,826	25,063	1	10	1,450 00
Framingham,	893	4,227	2	10 $\frac{1}{4}$ †	800 00
Hopkinton,	895	4,340	1	6 $\frac{1}{2}$	800 00
Lowell,	6,828	36,827	1	10 $\frac{3}{4}$	1,375 00
Malden,	1,217	5,865	1	10 $\frac{1}{2}$	1,000 00
Marlborough,	1,195	5,911	1	10	900 00
Medford,	973	4,842	1	10 $\frac{3}{4}$	1,000 00
Natick,	1,137	5,515	1	10	750 00
Newton,	1,556	8,382	1	10 $\frac{1}{4}$	1,500 00
Somerville,	1,564	8,025	1	10 $\frac{3}{4}$	1,500 00
Waltham,	1,138	6,397	1	10 $\frac{1}{2}$	1,125 00
Woburn,	1,342	6,287	1	10	—
WORCESTER COUNTY.					
Blackstone,	1,034	5,453	—	—	—
Fitchburg,	1,602	7,805	1	10 $\frac{1}{2}$	1,000 00
Grafton,	860	4,317	1	10 $\frac{1}{2}$	700 00
Milford,	1,872	9,132	1	10	1,000 00
Worcester,	5,080	24,690	1	10 $\frac{3}{4}$	1,300 00
HAMPSHIRE COUNTY.					
Northampton,	1,206	6,788	1	10	1,000 00
HAMPDEN COUNTY.					
Chicopee,	1,358	7,246	2	10	900 00‡
Holyoke,	820	4,997	1	10	800 00
Palmer,	744	4,082	—	—	—
Springfield,	3,176	15,199	1	10 $\frac{1}{2}$	1,500 00
Westfield,	1,077	5,055	1	10	800 00
BERKSHIRE COUNTY.					
Adams,	1,368	6,924	2	6	300 00
Lee,	893	4,428	1	10 $\frac{1}{4}$	1,050 00
Pittsfield,	1,546	8,045	1	10 $\frac{1}{2}$	1,000 00

* One for females.

† Of the two schools one was kept ten months with salary of \$700.

‡ The salary of one school for the same period, \$700.

TABLE NO. 1.—*Concluded.*

COUNTIES AND TOWNS.	No. of Families.	Population.	Number of High Schools.	Length of School —months.	Salary of Principal.
NORFOLK COUNTY.					
Dedham,	1,275	6,330	1	10 $\frac{1}{2}$	\$1,000 00
Dorchester,	1,874	9,769	1	10 $\frac{7}{8}$	1,500 00
Quincy,	1,354	6,778	1	10 $\frac{1}{2}$	1,100 00
Randolph,	1,257	5,760	1	9	700 00
Roxbury,	5,033	25,137	1	12	2,000 00
Stoughton,	1,021	4,830	—	—	—
West Roxbury,	1,078	6,310	1	10 $\frac{1}{2}$	1,800 00
Weymouth,	1,663	7,742	1	10	900 00
BRISTOL COUNTY.					
Attleborough,	1,308	6,066	—	—	—
Fall River,	2,270	14,026	1	10 $\frac{3}{4}$	1,110 00
New Bedford,	4,472	22,300	1	10 $\frac{3}{4}$	1,200 00
Taunton,	3,018	15,376	1	10 $\frac{1}{2}$	1,050 00
PLYMOUTH COUNTY.					
Abington,	1,757	8,527	4	10	500 00*
Hingham,	832	4,351	—	—	—
Middleborough,	969	4,553	—	—	—
North Bridgewater,	1,377	6,584	—	—	—
Plymouth,	1,404	6,272	1	10	1,100 00
BARNSTABLE COUNTY.					
Barnstable,	1,213	5,129	—	—	—
Sandwich,	947	4,479	1	12	600 00
NANTUCKET COUNTY.					
Nantucket,	1,483	6,094	1	11	900 00

* Two with salary of \$500, two with salary of \$400.

Number of towns having High School,	52
“ “ not having High School,	8
Whole number,	— 60
Number of schools kept 10 months,	54
“ “ “ 9 “	5
“ “ “ less than 9 months,	3
Whole number of schools,	— 62

The Punchard High School, at Andover, is supported by funds given for the benefit of the town, and governed by trustees, a portion of whom are chosen by the town, which is exempted by statute from maintaining another school. [Laws of 1856.]

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TABLE NO. 2.—*Showing number of towns having 500 families and less than four thousand inhabitants, and required to maintain a High School of the second class. Delinquent towns in italics.*

COUNTIES AND TOWNS.	No. of Families.	Population.	Number of High Schools.	Time in months.	Salary of Principal.
ESSEX COUNTY.					
Amesbury,	748	3,877	1	10	\$400 00
Ipswich,	731	3,300	1	10	600 00
Methuen,	548	2,566	—	—	—
Rockport,	752	3,237	1	8½	425 00
Salisbury,	716	3,310	—	—	—
MIDDLESEX COUNTY.					
Brighton,	663	3,375	1	11	1,200 00
Groton,	678	3,193	1	10	500 00
Holliston,	714	3,339	1	6¼	450 00
Melrose,	549	2,532	1	10	700 00
Reading,	598	2,662	1	10	700 00
South Reading,	814	3,207	1	10½	850 00
Stoneham,	672	3,206	1	10	750 00
Watertown,	607	3,270	1	10	1,000 00
WORCESTER COUNTY.					
Athol,	596	2,604	1	8½	595 00
Barre,	613	2,973	1	8¼	400 00
Brookfield,	504	2,276	—	—	—
Clinton,	726	3,859	1	10	1,000 00
Douglas,	545	2,442	—	—	—
Gardner,	615	2,646	—	—	—
Leicester,	552	2,748	1	10	500 00
Leominster,	741	3,522	1	10	675 00
Millbury,	653	3,296	1	10	800 00
Northbridge,	507	2,633	—	—	—
North Brookfield,	571	2,760	1	1 term.	350 00
Oxford,	658	3,034	2	9*	† 50 00
Southbridge,	666	3,575	1	10	700 00
Spencer,	611	2,777	1	10	655 00
Sutton,	584	2,676	—	—	—
Templeton,	612	2,816	1	6	350 00
Uxbridge,	636	3,133	1	9	540 00
Webster,	583	2,912	—	—	—
Westborough,	522	2,913	1	10	600 00
West Boylston,	501	2,509	1	2½	† 40 00
Winchendon,	598	2,644	1	8¼	551 54
HAMPSHIRE COUNTY.					
Amherst,	679	3,206	1	10	630 00
Belchertown,	579	2,709	—	—	—
Ware,	716	3,597	1	6¾	700 00
HAMPDEN COUNTY.					
Monson,	559	3,164	—	—	—

* Of the two schools one was kept six months with salary of \$40 per month. † Per month.

TABLE No. 2.—Concluded.

COUNTIES AND TOWNS.	No. of Families.	Population.	Number of High Schools.	Time in months.	Salary of Principal.
FRANKLIN COUNTY.					
Deerfield,	633	3,073	1	10	\$825 00
Greenfield,	652	3,198	1	10	650 00
BERKSHIRE COUNTY.					
Great Barrington,	802	3,871	—	—	—
Sheffield,	578	2,621	—	—	—
Williamstown,	531	2,611	—	—	—
NORFOLK COUNTY.					
Braintree,	723	3,468	1	11	750 00
Brookline,	778	5,164	1	10	1,800 00
Canton,	643	3,242	—	—	—
Foxborough,	651	2,879	—	—	—
Franklin,	504	2,172	—	—	—
Medway,	711	3,195	—	—	—
Needham,	510	2,658	—	—	—
Wrentham,	773	3,406	—	—	—
BRISTOL COUNTY.					
Dartmouth,	853	3,883	—	—	—
Easton,	668	3,067	—	—	—
Fairhaven,	645	3,118	1	10	750 00
Mansfield,	504	2,114	—	—	—
Westport,	640	2,767	—	—	—
PLYMOUTH COUNTY.					
Bridgewater,	678	3,761	—	—	—
Duxbury,	612	2,597	—	—	—
East Bridgewater,	699	3,207	1	8	400 00
Scituate,	965	2,227	—	—	—
Wareham,	644	3,186	—	—	—
BARNSTABLE COUNTY.					
Chatham,	633	2,710	1	10½	750 00
Dennis,	868	3,662	—	—	—
Falmouth,	576	2,456	—	—	—
Harwich,	754	3,423	—	—	—
Provincetown,	772	3,206	1	10	600 00
Wellfleet,	542	2,322	—	—	—
Yarmouth,	675	2,752	—	—	—

Number of towns keeping High Schools,	36
“ “ not keeping High Schools,	32
Whole number,	— 68
Number of schools kept 10 months,	24
“ “ “ 8 “	7
“ “ “ less than 8 months,	6
Whole number,	— 37

TABLE NO. 3.—*Showing number of towns having over 400 and less than 500 families, and not required to maintain a High School. Such a school is maintained in the towns printed in italics.*

COUNTIES AND TOWNS.	No. of Families.	Population.	Valuation.	No. of Schools.	Time in months.	Salary of Principal.
ESSEX COUNTY.						
Essex,	430	1,701	\$912,417 00	—	—	—
<i>Georgetown</i> ,	481	2,075	760,473 00	1	10	\$550 00
North Andover,	452	2,343	1,830,829 00	—	—	—
Saugus,	426	2,024	1,300,074 00	—	—	—
West Newbury,	494	2,202	940,919 00	—	—	—
MIDDLESEX COUNTY.						
Chelmsford,	491	2,291	1,546,508 00	—	—	—
<i>Concord</i> ,	458	2,246	1,658,881 00	1	10	800 00
Dracut,	406	1,881	1,109,304 00	—	—	—
<i>Lexington</i> ,	458	2,329	1,747,459 00	1	10	800 00
Pepperell,	422	1,895	924,405 00	—	—	—
Townsend,	442	2,005	737,352 00	—	—	—
<i>West Cambridge</i> ,	497	2,681	2,833,684 00	1	10	—
WORCESTER COUNTY.						
Ashburnham,	480	2,108	789,081 00	—	—	—
Charlton,	474	2,047	1,085,516 00	—	—	—
Hardwick,	479	1,521	1,099,438 00	—	—	—
Holden,	403	1,945	853,695 00	—	—	—
Lancaster,	401	1,932	1,004,802 00	—	—	—
Sterling,	408	1,918	1,086,610 00	—	—	—
Sturbridge,	486	2,245	887,601 00	—	—	—
<i>Upton</i> ,	475	1,986	736,082 00	1	2 $\frac{3}{4}$	144 00
Warren,	442	2,107	985,509 00	—	—	—
Westminster,	405	1,840	721,267 00	—	—	—
HAMPSHIRE COUNTY.						
<i>Hadley</i> ,	401	2,104	1,279,320 00	1	10	800 00*
<i>South Hadley</i> ,	462	2,277	1,103,491 00	1	4	600 00
<i>Williamsburg</i> ,	426	2,095	1,085,693 00	1	10 $\frac{1}{4}$	600 00
HAMPDEN COUNTY.						
West Springfield,	430	2,105	1,319,550 00	—	—	—
Wilbraham,	486	2,081	872,100 00	—	—	—
BERKSHIRE COUNTY.						
Stockbridge,	427	2,136	1,323,883 00	—	—	—
NORFOLK COUNTY.						
<i>Cohasset</i> ,	439	1,953	1,174,952 00	1	10	600 00
Milton,	447	2,669	4,271,262 00	—	—	—
Walpole,	445	2,037	1,132,101 00	—	—	—

* Academy opened as a High School. Principal paid by Academy, and assistants by town.

TABLE NO. 3.—Concluded.

COUNTIES AND TOWNS.	No. of Families.	Population.	Valuation.	No. of Schools.	Time in months.	Salary of Principal.
BRISTOL COUNTY.						
Dighton,	401	1,733	\$776,778 00	—	—	—
Norton,	405	1,848	842,526 00	—	—	—
Rehoboth,	451	1,932	764,906 00	—	—	—
PLYMOUTH COUNTY.						
Kingston,	400	1,655	1,334,298 00	—	—	—
Marshfield,	438	1,870	853,777 00	—	—	—
South Scituate,	423	1,764	840,924 00	—	—	—
DUKES COUNTY.						
Tisbury,	409	1,631	684,714 00	—	—	—
Edgartown,	215	2,118	1,035,447 00	1	7 $\frac{3}{4}$	60 00*
Number of towns,						39
“ schools,						10

* Per month.

TABLE NO. 4.—*Towns having less than 400 families which report a High School.*

TOWNS.	No. of Families.	Population.	Valuation.	No. of Schools.	Time in months.	Salary of Principal.
Manchester,*	391	1,698	\$766,383 00	1	8 $\frac{1}{2}$	\$382 00
Lincoln,	138	718	606,832 00	1	7 $\frac{1}{2}$	—
Sherborn,*	240	1,129	869,539 00	1	5 $\frac{1}{2}$	—
Weston,	240	1,243	1,103,274 00	1	10	700 00
Winchester,	368	1,937	1,455,772 00	1	9 $\frac{1}{2}$	800 00
Bolton,†	267	1,348	636,514 00	1	10 $\frac{1}{2}$	500 00
Southborough,	392	1,854	1,696,264 00	1	10	600 00
Brimfield,‡	290	1,363	—	1	9 $\frac{1}{2}$	600 00
Sunderland,	169	839	413,827 00	1	3	42 00
Dalton,*	254	1,243	—	1	5 $\frac{1}{2}$	40 00

Whole number of towns, 10
 Number of High Schools kept more than 9 months, 5
 “ “ “ “ less “ “ 5

Two of the schools are supported by a fund, and in them the Latin and Greek languages are not taught.

* Greek and Latin not taught.

† Houghton School not supported by taxation, but by funds given to the town, and is under the supervision of the town school committee.

‡ Supported by fund for the town.

|| Per month.

Summary from the foregoing Tables.

Number of towns required to keep a High School of the first class,	60
Number in which such Schools are kept,	52
Number of delinquent towns,	8
Number of towns required to keep a High School of the second class,	68
Number in which High Schools are kept,	36
Number of delinquent towns,	32
Number of towns having over 400 and less than 500 families, .	39
Number in which High Schools are kept,	10
Number of towns having less than 400 families in which High Schools are kept,	10
Number of High Schools kept ten months,	88
Number kept eight months,	14
Number kept less than eight months,	16
Whole number of High Schools of all grades,	118

Population of the towns keeping High Schools, 865,881, or more than seventy per cent. of the whole population of the State.

A careful inspection of the foregoing tables will, I think, fully justify me in submitting to your consideration the following suggestions:—

1. That the time has come when a sound policy demands such an amendment of the existing law as shall require all towns having, by the latest census, State or national, two thousand inhabitants, to maintain a High School of the second grade.

A reference to the third table will show that the standard I propose will include twenty-two of the thirty-nine towns there named, and that those not included are, for the most part, agricultural towns in the interior, where excessive emigration has reduced the ratio of numbers in the family below the general average in the State. That average is 4.92, or five nearly, and gives a population of 2,000 to towns having 400 families.

The census soon to be taken will doubtless increase the number of towns included in the proposed amendment.

Nor will the requirement impose a heavy pecuniary burden upon these towns. A reference to the column of valuations, in the third table, shows that twenty-one of them have a valuation

of not less than \$1,000,000, a sum amply sufficient, as was shown in my last Report, to support a High School of the second grade, with but a slight increase of taxation.

Again: if the valuations in these towns be compared with those of the towns included in the present law at the time of its enactment, in the year 1826, it will be seen that the proposed amendment is far less onerous in this respect than was the original Act. And at what a distance it falls below the standard of the founders of the Commonwealth, will be made manifest if we remember that, in 1647, seventeen years after the emigration of Winthrop, they provided by law, with a heavy penalty, that every town "which shall increase to the number of *one hundred* families or householders, shall set up a grammar school, the master whereof being able to instruct youth so far as they may be fitted for ye university." This law, if now in force, would embrace every town in the Commonwealth but eleven; and if the wealth indicated by that ancient requirement were made the standard at the present time, I have no hesitation in believing that it would include every one of our towns, with the exception possibly of three.

Moreover, it is to be borne in mind that eight of the twenty-two towns now under consideration have already established annual High Schools, and nearly as many more having still smaller numbers—in several instances less than fifteen hundred inhabitants—are likewise successfully supporting such schools. The question of *ability* is therefore practically settled. And it also appears that public opinion is in the advance of legal requirement, and calls for a forward movement in legislation.

For while, as a general principle, it is unwise to push legislation far in advance of public opinion, it is no less unwise to allow it to lag much behind. Here, as in everything else, there must be steady progress, as the only safeguard against an inevitable loss of ground.

The following words of Edward Everett, uttered respecting a single school, have an equal significance when applied to a school system:—

"Everything else around us is in progress. The standard of excellence in education, as in all things, is constantly advancing; and the school that does not go forward, that even stands still, will soon find itself in the background."

I propose to substitute the number of *inhabitants* for the number of *families* as the criterion, because it is a standard more readily applied, and is a more accurate test of pecuniary ability; and also because it conforms to the existing standard respecting the higher grade, and thus gives uniformity and simplicity to the law.

There remains another and more important topic for consideration. This refers to the best method of securing obedience to the requirements which we have been considering.

It is painfully evident that the penalty now is totally inadequate to secure the desired end. By it the delinquent town is liable to a heavy forfeiture, to be adjudged by the courts, on complaint made, and after verdict rendered, (*vide* Gen. Stat., chap. 38, sects. 14 and 15.) But the unpopularity always attending the institution of legal proceedings against a town, the trouble and expense of conducting them, and the difficulty experienced in obtaining verdicts in such cases, all combine to make the statute penalty practically null and void. Hence it happens that the most wholesome laws, which bear upon communities instead of individual citizens, often remain for years an unheeded and dead letter on the statute book. Hence the delinquencies which the foregoing tables record.

What, then, is needed is some penalty which, without the intervention of legal process, shall be capable of a prompt, certain and uniform application. And such a one we have at our hand in the power of the State to prescribe the conditions on which the income of a moiety of the school fund may be distributed.

For the sake of awakening attention and eliciting inquiry, I briefly adverted to this subject in my last Report. The suggestions then made were carefully considered, and favorably reported upon by the Joint Standing Committee on Education of the last legislature. Their report was referred to the present general court for final action, and will be found at the close of this report.

With the aid of free and frequent consultations with the most intelligent and judicious friends of our school system, in different sections of the Commonwealth, I have given to this subject the best consideration in my power, and my queries have ripened into settled convictions, so that I am prepared

most confidently and earnestly to urge the adoption of the following, as the conditions upon which any town shall receive its share of the income of the school fund :—

First. That the amount annually raised by taxation for the support of schools, be not less than three dollars for each scholar between the ages of five and fifteen years.

Second. That satisfactory proof shall be made, in the annual returns to this office, that the town has complied with the provisions of section 1, chapter 38, General Statutes, which require “a sufficient number of schools, &c., to be kept for at least six months in each year, at the expense of said town,” &c. &c.

Third. That like proof be made of compliance with the second section of said chapter, relating to High Schools, and with any amendments thereto.

In order to give ample time to make the necessary arrangements, and to take away all ground of complaint, these conditions should first control the division of income to be made in July, 1867.

The proposed penalty is a simple forfeiture, to be adjudged without the intervention of legal proofs, by two high officers—the secretary and treasurer of the Commonwealth—whenever the occasion shall appear to them to arise, on an inspection of the proofs annually made by the town itself.

The amount forfeited will always be in exact proportion to the number of children of school age in the town, and therefore will be uniform in its application.

It will not infringe any right. For the school fund is not and never was the property of the towns. It was not created by taxation. It has never cost them a dollar. And they have no right to principal or interest, except by virtue of a grant from the State, on such conditions as shall be adjudged best for the common weal.

Such conditions have always been imposed, a compliance with which has been productive of incalculable good; and the simple question before us is, whether it is the part of wisdom to add others of a similar nature.

On this point I beg leave to ask, in the language of my last Report, “if obedience to the statutes referred to is not absolutely essential to the successful working of our Public School system, and to the general weal? Ought those towns which

are delinquent in respect to these requirements, to be placed on the same footing as those which are faithful? Does not the payment to all alike operate as a bounty upon unfaithfulness or indifference, and so become a *dis*-couragement to obedience, instead of the *en*-couragement intended by the grant?"

Lastly: this penalty will, I doubt not, secure general obedience. The forfeiture for a single year will most effectually arouse the attention of the citizens and tax-payers. Inquiries will be set on foot. The subject in all its relations and bearings will be sifted by discussions at the fireside and in the public meeting; comparisons with other towns will be instituted; and the immense advantages of improved school privileges appear in clear and stronger light; the hands of the friends of education be strengthened; objections will vanish; obstacles be overcome, and the town take her place by the side of her sister towns in the way of progress and improvement.

Thus, if I am not greatly mistaken, the effect of the legislation which I propose, and which I most earnestly urge, will be to improve and strengthen the Common Schools in a large number of towns, where such schools are the main dependence for the education of their youth; to add some fifty High Schools to the number already in existence, and thus extend their influence to more than eighty-five per cent. of our entire population; and so there will be a more perfect realization than ever before of the grand design of our noble school system, to offer the blessings of a good education to every child in the Commonwealth.

JOSEPH WHITE.

BOSTON, January 10, 1865.

R E P O R T .

The Committee on Education, to whom was referred the Order of Mr. Scudder of Dorchester, of the 27th February, inquiring "what farther legislation, if any, is necessary in relation to the maintenance of High Schools by towns," report as follows:

The wisdom of the Commonwealth has sustained the policy of the founders and fathers of Massachusetts, who, two hundred and sixteen years ago, in 1647, incorporated into the Common School system the instruction of youth in studies that would fit them for the University. This educational policy has, by successive enactments, been defined and developed, till, by the plan of gradation, the High School has, for years, been recognized as the crowning glory of the Common School system. The benefits of the High School to the educational, professional, industrial, moral and patriotic interests of the Commonwealth, are fully felt and recognized, if they have never been adequately portrayed. No time need be spent now in setting them forth, nor in vindicating the imperative claims of the High School system to the liberal support of the towns of the Commonwealth.

Practically, the people of the State acknowledge the policy and obligation of maintaining this class of schools in towns of sufficient population. The larger number of such towns have established High Schools. The whole number of towns required to maintain a High School, as contemplated in the second section of the thirty-eighth chapter of the General Statutes, is 128, viz., 60 containing 4,000 inhabitants, and 68 containing 500 families, or 2,500 inhabitants. There are two grades of High Schools, one for the latter class of towns, and the other, embracing a wider range of studies, for the former class. Of these 128 towns, 82 maintain High Schools; thirteen others partially conform to the law, providing instruction in High School studies during a portion of the year, while 33 are entirely delinquent. No good reason can be assigned why measures should not be taken to provide some suitable penalty that may induce these delinquent towns to conform to the statute. For a fuller view of this matter of delinquency, the Committee would direct the attention of the legislature to the Report of the Secretary of the Board of Education, made at the present session.

In immediate connection with the subject of maintaining High Schools, the Committee ask the attention of the legislature to what they deem an

important measure, *i. e.*, the passage of a law requiring towns having 400 families or 2,000 inhabitants, where the valuation is at least \$1,000,000, to maintain a High School of the second or lower grade, the same as is now required of towns having 500 families. There are 37 towns in the Commonwealth containing 400 families, and less than 500, some of which have a higher valuation than others, which have 500 or more families. It is found that of the 106 High Schools reported as kept within the State, nearly 20 are in towns which are not required by statute to keep such a school. It thus appears that a spreading conviction exists in the Commonwealth that it is desirable and important to establish such schools wherever the means and resources of the inhabitants are sufficient to justify the expense. It is ascertained by calculation that, assuming \$1,500 as the annual cost for maintaining a High School of the higher grade, the rate of taxation for the support of such school would vary in the delinquent towns previously referred to, from $\frac{5}{100}$ of one mill to one mill and two-tenths, according to the valuation of the towns. And, assuming \$1,200 as the annual cost of a High School of the second or lower grade, the rate of taxation for such delinquent towns as are required to keep such schools, would vary from four-tenths of one mill to one mill and four-tenths, according to the valuation of such towns. These calculations show at how small an annual price these delinquent towns sell the inestimable birthright of benefits which would accrue to them from conformity to the law. A similar calculation might be made in relation to those towns containing 400 families, and having a valuation of at least \$1,000,000, which are not now required by law to maintain High Schools, showing that such requisition, if imposed would subject them to no heavy burthen, but would, on the other hand, open, at small additional annual expense, inestimable advantages to the youth of such towns.

Though not specially instructed by order or petition, the Committee would, nevertheless, call the attention of the legislature to another class of delinquent towns. By section one, chapter thirty-eight of the General Statutes, every town is required to keep, "for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein," &c. This is the statute establishing the Public or Common School, requiring such school to be kept "for at least six months in each year." This statute differs somewhat from the law previous to 1859. Before that time, towns were required each to maintain "one school for the term of six months, or two or more such schools for terms of time that shall together, be equivalent to six months." According to the present statute, in every town each school of the number which the town

shall deem *sufficient*, is required to "be kept for at least six months in each year." It has been ascertained from the returns of school committees annually made to the Board of Education, that 83 towns, about one-fourth of the whole number in the State, fail to comply with this requisition. Possibly, in some towns, sufficient attention has not been directed to the change of requisition made five years since. In the case of other towns, possibly, too many schools exist, which, by dividing the resources and interest of the inhabitants, fail to afford the means of complying with the statute. Whatever may be the cause of this lamentable delinquency, it is proper to inquire what can be done to secure the universal observance of the law.

As applicable to the several classes of delinquent towns above specified, the Committee ask attention to another subject. By section three, chapter thirty-six of the General Statutes, one-half of the income from the school fund of the State is yearly paid to the towns and cities on these two conditions, viz.: that the towns and cities make annual returns to the Board of Education; that they raise each year, by taxation, for the support of schools, a sum not less than \$1.50 to each child between the ages of five and fifteen years. The school fund has been gradually increasing, till it is now, or on the first day of January, 1864, was, \$1,870,970.98. The growth of this fund is not rapid, and the moiety of income to be divided to towns and cities averages but a trifle more per scholar each year. The average per scholar is, at the highest, very small. On the tenth of July last, the time of the year when the distribution is legally made, the sum distributed was \$49,044.09, giving per child of the proper school age, $20\frac{9}{10}$ cents. At six per cent. interest on the present amount of the fund, the sum to be distributed on the tenth day of July next will be \$56,129, giving $23\frac{1}{10}$ cents to each scholar. This distribution, on the conditions specified in the statute, has operated as a stimulus to the towns and cities, both to make prompt annual school returns and to raise larger sums yearly, by taxation for school purposes. The towns and cities have increased their school appropriations so much that in 1863 only three towns are reported as raising, by taxation, for school purposes, a sum averaging less than \$2 per scholar; and only 33 towns raised, in 1861, less than \$3 a scholar; while the average taxation throughout the State for the last six years was \$6.25 per scholar. The suggestion is worthy of consideration, whether it is not proper now to require, as a condition of receiving the aid of the school fund, that towns and cities should raise, by taxation, for school purposes, a sum not less than \$3 a scholar, instead of \$1.50. The increase of the amount raised by taxation, for school purposes, may indicate two things: first, that the object of the appropriation from the State school fund has been, to a great extent, accomplished; but second, that there is danger that so

small an appropriation may cease to act as a stimulus, or "encouragement," for which it was designed, unless the condition on which it is granted, be made, by its terms, itself such stimulus or encouragement. The Committee are of the opinion that the change above specified should be made. They do not think, however, that such change ought to be made at the present session of the legislature. But it is a matter worthy of the serious consideration of the community, and it has been fully elaborated in the annual report of the Secretary of the Board of Education to which we refer your special attention.

Inasmuch as the conditions on which the distribution of proceeds from the State school fund have been made to towns and cities, have heretofore operated as an "encouragement" to increase town appropriations for school purposes, and to secure prompt school returns, it has seemed to the Committee advisable to add another condition which would have a direct bearing upon the matter specially committed to their consideration—the maintenance of High Schools by towns. The same new condition would also have a direct bearing upon towns delinquent in supporting Public Schools. And the Committee suggest the propriety of inserting in section 3, chapter 36 of the General Statutes, between the two conditions already cited, the words, "or with the provisions of sections one and two of chapter thirty-eight." These are the sections requiring towns and cities to maintain Common and High Schools; and, it is thought, that its effect would be to secure entire conformity to the statute.

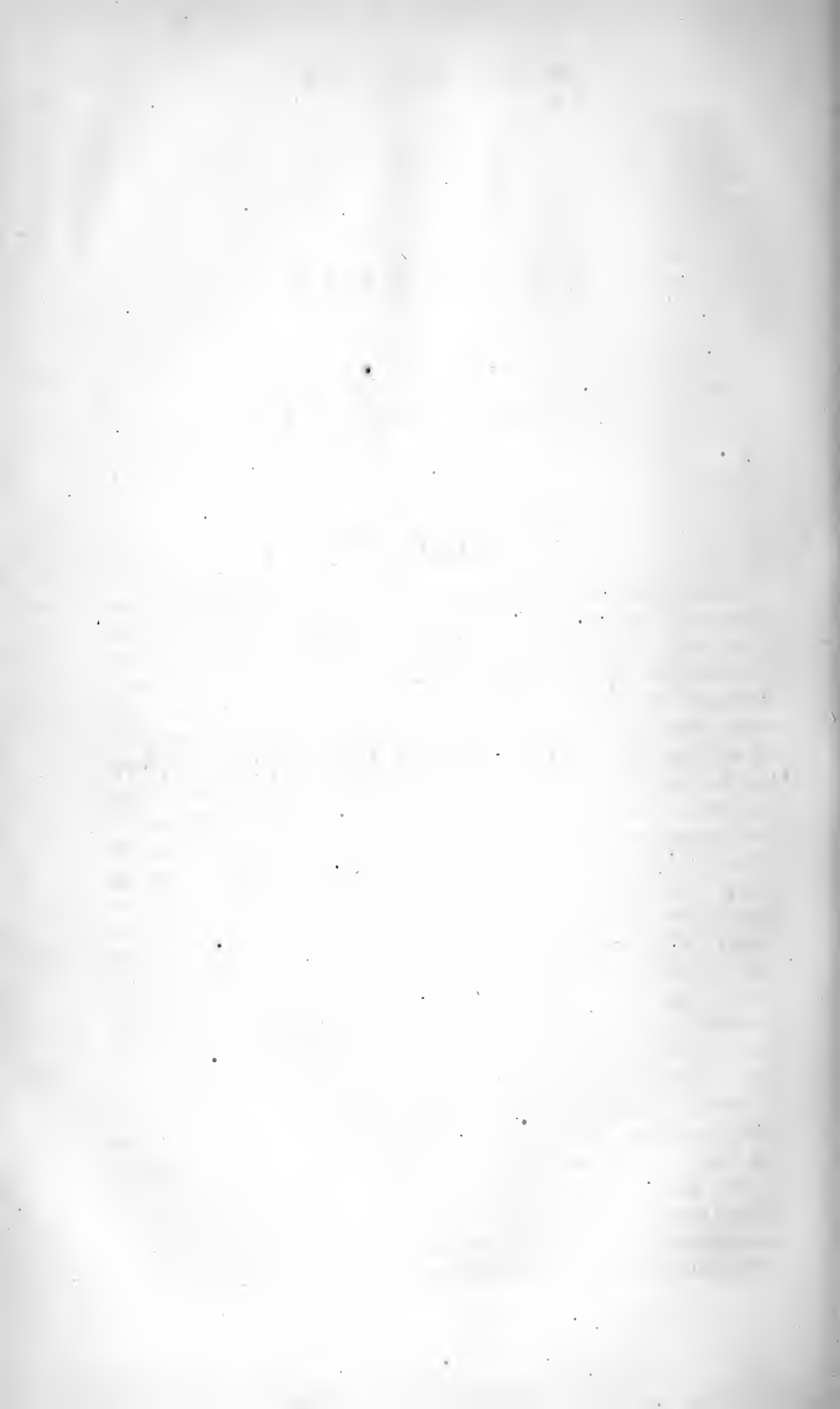
Trusting, however, that the special note herein taken of the aforesaid delinquencies of towns, and trusting also that the more extended tabular and statistical information lodged against those towns in the report of the Secretary of the Board of Education, will have the effect of rousing the inhabitants to immediate and successful action in the right direction, the Committee recommend that the various suggestions contained in this Report be referred to the special consideration of the next general court.

WINSLOW BATTLES.
LEWIS J. DUDLEY.
NATH'L B. BORDEN.
THEODORE OTIS.
CHARLES BEECHER.
EDWARD OTHEMAN.

A B S T R A C T

OF

SCHOOL COMMITTEES' REPORTS.



A B S T R A C T S .

S U F F O L K C O U N T Y .

. B O S T O N .

Truancy.—The subject of truancy has been one, almost from time immemorial, full of difficulties and anxious solicitude. Great attention has of late years been bestowed upon this great problem, and legislative wisdom and experience have been, year after year, invoked to aid by co-operative enactments in arresting, or at least abating, a great and growing evil. From year to year added experience has aided in rendering provisions more practical and efficacious. Without question very important and enduring ground has thus been permanently gained. But in this, as in several other respects, the powers of the board are unwisely restricted. In the same spirit, and for the same purport, with which we establish Public Schools — not to punish, but to prevent crime — have we truant laws and truant officers. They are a part of school, not of criminal machinery. They should, therefore, be entirely under the control of the school board. There is no good reason whatever why they should remain disconnected from the sphere to which they belong as a necessary and important part. On the contrary, the present total want of control necessarily occasions both a want of proper knowledge of the actual service to the cause of education rendered by the truant officers, and a want of proper interest in that service. The members of this board know not how much time is given by them to their work, how much of their duties are well done, or how much may be slighted or wholly neglected. They owe to the school board no accountability, receiving from it none of their power, and being under no obligations to inform it what may be done or what left undone. Yet to this board alone belongs the supervision of such duties and responsibilities as are intrusted to our truant officers. No one who passes through any of our streets in school hours, but must be painfully impressed with the conviction that we

are very far from having yet successfully grappled with this momentous evil. How can we, as a school board, be reasonably expected to make any further progress unless the officers specially appointed to eliminate this evil are in reality, as well as in name, the accountable servants of the board?

Evening Schools.—Another important question which should engage the attention of the board, is the establishment of schools for the instruction of those of maturer years, whose necessary occupations prevent their attendance at the Public Schools, or whose age renders it unsuitable, but who are greatly in need of elementary instruction. This want has already been met by some of the large cities of the Union, with a commendable liberality. In the city of New York, it appears by the superintendent's report for the year 1862, that for a term of eighteen weeks, ending February 19th, there were taught in the several evening schools of that city, twelve thousand four hundred and eleven males, and six thousand two hundred and twenty-eight females; in all, eighteen thousand six hundred and thirty-nine, at a total cost of \$61,585. When it is remembered that all or very nearly all of those thus instructed in the simplest elements of education, would have been otherwise deprived of the privilege but for the special character of these schools, and thus doomed to a life of ignorance, we may rightly estimate the great value of these schools to that community.

In the city of Brooklyn, the last year, nine evening schools afforded instruction to four thousand eight hundred and twenty-three persons, at an expense of \$6,369.

The rules of the school board of Cincinnati provide that evening schools may be opened and continued four months from the third Monday of October, in any district in that city where an average nightly attendance of thirty-five can be secured.

In St. Louis, before the civil war had so seriously interrupted and for awhile closed the richly endowed Public Schools of that city, a successful commencement had been made towards the permanent establishment of evening schools. They were first established in the fall of 1859, to be conducted and supervised exclusively by the board, without any assistance from any corporation. Previously to this, evening schools had been carried on under the auspices of private supervision, the school board defraying one-half of the whole expenses. Marked improvements are noticed in the evening schools under the management of the school board, in several respects, especially in that of cost and regularity of attendance. The entire cost of these schools, as managed by the board, was \$2,040. They were kept sixteen weeks, and were attended by eight hundred and sixty-one persons, all of whom were over twelve years of age, and the per cent. of attendance was eighty-five and one-half.

The city of San Francisco, through its board of education, provide for evening schools, to "be held every evening of the week except Saturday,"

"from seven and a quarter to nine and a half, P. M." The regulations provide that these schools shall commence on the first Monday of September, and close with the last Friday in April. They are for only male children from eight to eighteen. Over eighteen the payment of one dollar per month is required. From the report of the superintendent of schools for 1861-2, it appears that these schools were first established in 1856; that after the manifestation of much indifference for the advantages by those for whose benefit it was established, for awhile, "at no former time did the school show such proofs of healthy progress."

The great end and aim sought to be accomplished in the establishment of evening schools is to enable those who would otherwise be absolutely unable to obtain it, the simplest elementary instruction in reading, writing, and arithmetic. By means of these schools it is sought to save a large class among us, and the community of which they are members, from just so much of ignorance and its consequent evils. It will not require any argument to demonstrate that if it is desirable to educate this unfortunate class among us, none can do this so well and none so cheaply as the Public School board. The enactments of 1857 establish, beyond all question, the right and power of this city to establish such schools without any restrictions. Unless established by the action of the board and in accordance to these provisions, they may not, legally, be aided by funds from the public treasury, but must depend upon the precarious and limited support obtained from individual charity.

In nearly every other large city in this country, evening schools have become established and recognized as an essential part of their educational system. With them it is the concurrent and universal testimony that no expenditure of money is more advantageously made than in keeping up these schools through the four winter months. However abundant may be the educational facilities, there must always be, in a community like this, a large proportion who, while they most need them, are least able to avail themselves of the benefits of the Public Schools. Poverty, and the necessity of laboring for their daily food, compel many to leave school long before they have been able to acquire even a rudimentary education, and prevent others who have never enjoyed these advantages, in their earlier life, from now obtaining them. To all of these their evenings afford the only opportunities for obtaining the benefits of education. There are, also, in all large cities into which has poured any considerable portion of foreign emigration, persons of both sexes past the school age, who have had in childhood none of the advantages of education, but who are desirous and capable of receiving invaluable advantages from free public instruction, were the opportunity offered. When other cities throughout the continent have thus set the example, and demonstrated the value of free public evening schools, shall Boston remain any longer unconscious of her duties to the suffering classes in our midst? Shall we hesitate, by the best means within our

reach, and as far as it is in our power, to repair the wrong done in their youth to those among us who have not enjoyed the priceless blessings of education?

School Committee.—THOMAS M. BREWER, MARTIN GRIFFIN, J. WESLEY HINCKLEY, NATHANIEL B. SHURTLEFF, CHARLES D. HOMANS, ALDEN SPEARE, ALVAN SIMONDS.

Latin School.—The Latin School was founded very soon after the settlement of Boston; and its object has been, as its past history will plainly show, to prepare young men for an university education by giving them a thorough elementary training in the Latin and Greek languages, and also to fit them to enter upon the professions and literary walks of life by furnishing them with instruction in those branches which are considered as the essentials of a good English education. To accomplish these purposes, the age for admission to the school has been fixed by the rules at ten years. This age has been selected because the mind is then in its best condition for the acquisition of the elements of language, and the powers of memory can then be best trained. Experience has shown that it is almost impossible for a youth of fourteen or fifteen (the usual age of completing the course of instruction at the Grammar Schools) to be as good a scholar at the close of his collegiate course, as he would have been, had he commenced learning the rudiments of the classical studies at the age of ten years; and, although at fifteen he may have acquired a knowledge of more of the details of arithmetic and modern geography than boys of the same age who entered the classical schools at ten, he will have been obliged, in obtaining this acquisition, to forego all that knowledge of algebra, and of the French, Latin, and Greek languages which he would have gained with one year's additional study, and which would have enabled him to enter with honor any of the universities of this country. In other words, if he is detained at the elementary schools where the English branches only are taught, until he is fifteen years old, he will be at least eighteen before he can be properly fitted for college; and after four years of college life, and three years of professional study, he will be at least twenty-five years of age before he will be ready to enter upon the practice of any of the professions: whereas, on the other side, if he commences the study of classics at ten, he will be ready for college at the age of sixteen, and thereby enabled to graduate at the university at the age of twenty or twenty-one years, as the usual time for the course of instruction at the Latin School is six years, unless a year or more is saved by extra application.

Chairman.—NATHANIEL B. SHURTLEFF.

The rigor and severity of discipline formerly so common in our schools has very generally given place to a milder and gentler rule. In most schools the relation between pupils and teachers seems to be kindly, and

even affectionate. A generation or two back, it was seldom that pupils in Public Schools presented to their teachers tokens of their gratitude and regard, but latterly these testimonials of friendly feelings on the part of scholars for their instructors became so frequent, in consequence of the gradual introduction of a more humane and reasonable system of government, that the board found it necessary to put some restriction upon the practice. Still, there are some teachers in every grade of schools who rely too much upon pains and penalties, and not enough upon encouragement, and sympathy, and kindness. When this is the case, though the school may be orderly and quiet and studious, it is not of the highest excellence.

What makes the character of the discipline of a school of such vast importance is the fact that it operates powerfully, for better or for worse, in the formation of the moral character of the pupils. Harsh and despotic government blunts the moral sentiments of the governed, and prevents the development of the finer feelings and more generous impulses of the heart. The great difference in the government of the schools consists in the difference of the *motives* habitually presented to influence the conduct of pupils,—to restrain them from the transgression of rules, and to stimulate them to exertion. In some schools *emulation* is made very prominent,—apparently the main-spring of effort. Where this is the case the mind of the pupil is apt to be more intent on the credits to be obtained for his work, than on the work itself, and study comes to be regarded as a means of obtaining good marks, or of escaping the disgrace of failure, and a place at the foot of the class. Perhaps it would not be possible, if indeed it were desirable, to exclude this motive altogether from the school-room. But where it is permitted and recognized, as is the case with our Grammar and High Schools, it should be used with caution and moderation. The desire to excel is a universal passion, and a powerful stimulant to vigorous exertions. It is,—

“the spur which the clear spirit doth raise
To scorn delights, and live laborious days.”

But if the teacher has a proper regard for the moral health and well-being of his pupils, he will take great pains to keep this desire of superiority pure and generous, and to prevent it from degenerating into jealousy towards aspiring inferiors, and envy towards successful rivals.

Good school government requires the judicious application of a great variety of motives, the higher motives always being kept most prominent,—such as duty, the love of excellence, the love of learning, the approbation of the good.

The qualities in the teacher which are essential to the best government are good judgment, firmness, and that quality by phrenologists named

benevolence which prompts the teacher to take a kindly interest in the welfare of each of his pupils. A person of good judgment but with small firmness and benevolence, might discourse well on government and still be incapable of carrying out in practice his just views. A person of large firmness and little judgment and benevolence, generally secures outward obedience to his laws whether right or wrong, but is generally disliked; and nothing is more undesirable in a school than wrong-headed obstinacy on the part of the teacher. And finally a person of overflowing kindness and sympathy, without good judgment and firmness, does not know how to organize government, and cannot do a disagreeable thing now, though it may prevent much pain and secure much happiness in the future. I would not say that the rod should not be used at all, but it should not be prominent; when this is the case, the government is bad, and the requirements of the regulations respecting the records and reports of cases of corporal punishments should be strictly complied with; and it is the duty of each member of the committee to see that in the schools under his care this provision is attended to. A few cases of injudicious punishment have come to my knowledge. One was so flagrant that the teacher was removed in consequence. It is only by wise, kind, sympathetic government that the teacher can secure that willing, cheerful obedience, which comes from the subordination of the heart.

It is now three years since I called attention to the importance and necessity of introducing physical training as a regular branch of education in our school system. In order to render the proposed physical exercises safe and profitable, uniform and universal, it was recommended as an indispensable part of the plan, that a competent instructor be employed to teach the teachers who might need instruction in the mode of conducting this branch, and to aid generally in its management in all the schools. This provision seemed to be essential in order to secure the regular practice of such gymnastic exercises as should be proper and systematic, and based on anatomical and physiological science. The observation of the past three years has served to confirm the opinions then expressed, both in regard to the need of systematic physical training, as a branch of public education, and in respect to the best way of securing it. It was thought by some whose judgment deserves consideration, that a special teacher in this branch might be dispensed with, provided the regular teachers could be furnished with a suitable manual to guide their efforts. Such a manual was prepared and published by the master of the Eliot School, more than a year ago, and it has proved a valuable auxiliary in the physical training of our schools. But the object sought has not yet been fully accomplished. There has been much progress, it is true; but it does not seem to me to be such as to warrant the expectation of ever reaching the results to be desired, without the employment of some additional means. In some schools the gymnastic

exercises may, perhaps, be considered satisfactory in kind and amount, but in a much larger number, including Primary Schools, this is not the case. One great obstacle to the entire success of the system, without a special teacher, is found in the circumstance that from fifty to a hundred new teachers are appointed annually, who have little, if any, practical acquaintance with the subject. If left to themselves, without any special supervision in regard to this matter, many of them will, as experience has proved, fail to conduct the gymnastic exercises in a satisfactory manner. Even some of our most successful and experienced teachers have permitted motions to be practised by their pupils which a medical member of the board has called my attention to as being injurious, and tending to produce disease. The utility of *proper* physical exercises is, I believe, no longer a matter of question with the board. The only question in relation to such exercises is that of the best mode of securing them. The vote of the board has never yet been taken on the direct question of employing a special teacher of gymnastics, and I hope the time is not distant when it will be again considered, thoroughly discussed, and decided upon its merits.

Superintendent of Public Schools.—JOHN D. PHILBRICK.

CHELSEA.

Truancy.—According to the evidence of previous committees, and the statistics of the police department, a numerous class of children “between the ages of seven and sixteen, wandering about in the streets, having no lawful occupation or business, not attending school, and growing up in ignorance,” has long existed, and, constantly increasing, has more and more demoralized the schools. They have no true homes, and but the exceedingly bad education of the streets in the darkest portions of our city. They needed to be reached. With reference to this condition of things, it was forcibly put upon the consciences of this board, by their predecessors, to seek some remedy for the alarming evil. The relief could only come through the city government.

The city council, upon report of Committee on Public Instruction, adopted the following ordinance, prepared by our city solicitor, Hon. Mellen Chamberlain:—

SECTION 1. Any minor between the ages of seven and sixteen years, convicted of being an habitual truant, or of wandering about in the streets or public places of the city of Chelsea, having no lawful occupation or business, not attending school, and growing up in ignorance, shall forfeit and pay a fine not exceeding twenty dollars, or, instead of such fine, may, at the discretion of the police court of the city of Chelsea, be committed to the House of Employment and Reformation for Juvenile Offenders of the city of Lowell, county of Middle-

sex, and Commonwealth of Massachusetts, for such time, not exceeding two years, as said court may determine; and in case of default in payment of the aforesaid fine, the minor convicted of either of the aforesaid offences, and sentenced to pay such fine, may be committed to the aforesaid House of Employment and Reformation for a time not exceeding two years.

SECT. 2. The "House of Employment and Reformation for Juvenile Offenders," in the city of Lowell aforesaid, is hereby provided and assigned as a suitable place for commitment of the persons convicted of either of the offences mentioned in the foregoing section; and the mayor and aldermen are hereby directed and authorized to make all needful arrangements with said city of Lowell, and agree upon the compensation, for the care, custody, board, clothing and instruction of the persons committed as aforesaid. And the keeper of said House of Employment shall have the care and custody of such persons, and shall employ and instruct them in such manner as will be most effectual for their permanent reformation and welfare.

SECT. 3. The mayor and aldermen shall annually appoint, with power of removal, three suitable persons, who alone shall be authorized, after consultation with the Board of Visitation hereinafter named, to make the complaint in case of violation of this ordinance, and to carry into execution the judgment thereon.

And the Committee on Public Instruction for the time being, shall constitute a Board of Visitation of the aforesaid House of Employment and Reformation, and they shall report their doings semi-annually to the city council.

SECT. 4. This ordinance shall take effect when it shall have been approved by the superior court of the county, and been duly published.—[*Passed November 19, 1863.*]

Although the ordinance is yet to be approved by the superior court, and special legislation is necessary to give our county mittimus for the commitment of truants and absentees sufficiently extensive authority, yet it is with no small degree of satisfaction that we record the achievement thus far.

By the passage of the truant ordinance, the whole method of dealing with this class of juvenile offenders has been changed. Hitherto moral suasion has been the last, as well as the first resort. Now it may be distinctly pronounced to the incorrigible truant and to the vagrant, that they are violators of the law of the State. No opportunity for the kind-hearted to act in behalf of these forlorn children has been taken away. Now, as before, the invitation is, Come; do all you can to enlighten the minds of these children who neglect school privileges; show them the advantages to be derived from attending school; arouse their consciences, and send conviction to their hearts; make the largest effort with the parents of these children; enlighten them, and make them more faithful in their guardianship. The field of philanthropy is no less broad. However, those who have labored to these ends know very well that there are many parents and many children upon whom all appeals based upon interest,

morality or religion, seem to be lost. Their views of obligation rise no higher than "Thus saith the law." Now that the law has something to say to them they will not be slow to listen. They will soon understand that the committee, and the officers especially, have changed their base, and that it is not altogether a good joke to laugh at and mock the officer, if he proceeds to make inquiry why a child is not in school in school hours. Law is a word they are likely to respect; and, if under it a few of the leading and most incorrigible spirits are disposed of in Lowell, we shall have gone far towards removing a malignant evil. Thus the schools will receive great moral strength — a gain which, if we had no other to record for the year, is so important that we might well be content. But we have just entered upon compulsory education, and its success will, after all, depend upon the fidelity of the committee, teachers, and officers. Here we cannot omit to say that our police have rendered our teachers all the assistance in their power. They have used the lock-up in which to detain the truants for a few hours, or a day or two, and have resorted to other expedients without much effect. We have wished that into their hands might be committed the execution of the truant ordinance. They know the inveterate cases, and would deal with them with their fuller powers at once humanely and efficiently.

In advance of any experience, either by our teachers or truant officers of the difficulties in making a truant ordinance effective, we introduce a letter of a Boston officer, which we think contains useful suggestions: —

"To the Superintendent of Public Schools:

"Sir: With regard to truants I would suggest (as the school regulations are very defective on this point,) that children in the Grammar and Intermediate Schools be reported to the officer certainly after committing the second offence, if not the first; and in the Primary Schools I think they should not exceed four or five times, before being reported; and when a child has once been reported, each subsequent offence should be reported as soon as it becomes known to the teacher, in order that the officer may obtain proof of it; if neglected two or three weeks, it might as well not be sent at all, for he would fail to obtain proof, and his time would be spent to no purpose; and if a child escaped detection, he would be tempted to try again. Each teacher should have a book in which should be recorded the names of all the children belonging, their ages, parents' names and residences. If this were done, the teacher could readily give me those facts which are absolutely necessary in reporting cases to be investigated,

"The duties of teacher and truant officer towards this class of children are similar; each should use every exertion to reform them, and one can accomplish but little without the co-operation of the other; and neither should be so desirous to send a child to the House of Reformation as to forget the duty which we all owe to one another; but, let us do by them as we would wish others to do by us. Respectfully yours,

"WILLIAM F. REED, *Truant Officer.*

"February 12, 1863."

We commend this subject to the early attention of our successors. We believe that nothing less than a vigorous and persistent execution of the ordinance, conjoined with the efforts of teachers and parents will have the right moral effect upon the class in the community to be benefited. Let every child of the truant and vagrant class feel that there is no possible evasion of the law.

Salaries.—This subject is best introduced by reference to an average of the increased cost since 1860 of the necessary articles, both of food and clothing, derived from the written statements of the Boston masters and female teachers. The percentage is given:—

“Beef, pork, mutton, veal, 31 per cent.; potatoes, 25; other vegetables, 59; flour, 34; sugar, 86; molasses, 64; Indian meal, 60; fresh fish, 56; salt fish, 60; rice, 89; butter, 36; fuel, 75; light, 50; tea, 88; coffee, 130; other groceries, 47; gentlemen’s apparel, 43; cotton cloth, 208; cotton flannel, 258; cambric and other material for lining, 180; balmoral skirts, 71; calicoes and gingham, 121; hose, 89; boots, 47; flannel, 89; sewing cotton, 112; ribbons, 66; gloves, 68; bonnets, 78; outer garments, cloaks, shawls, &c., 58; other necessary small articles, 63.”

Of fifty female teachers in our Public Schools, one-half of them have widowed mothers or other relatives, more or less dependent upon them for support.

The amount appropriated by the city per scholar for the school year 1861, was \$9.40½; the appropriation per scholar for 1863 is \$8.68½. Here are notorious facts. From which it appears that while we have been paying from 25 per cent. to 258 per cent. advance on articles of ordinary domestic necessity, for the very *prime necessity, education*, we have been paying nearly 8 per cent. *less*. The explanation to be given is found in the sacrifices of the teachers. They have labored as faithfully as ever, but have not received adequate compensation.

Being fully aware that the ability of the city to increase its expenditures had not improved with the advanced cost of living, we cherished the hope that the scale of salaries might remain untouched during our term of service. The subject was, however, upon our consciences; and as the year drew to its close, it was the unanimous opinion of your committee that the economy requisite for female teachers to live, and the sacrifices required of all, are too great, and that therefore the salaries ought at least to be restored immediately to what they were two years ago; i. e., increased ten per cent. The difficulties attending their readjustment, and the brief term of service remaining for this board, rendered any action impracticable. It was therefore unanimously

“*Voted*, To recommend to the favorable consideration of the next board the subject of the increase of teachers’ salaries, and to request the chairman of this board to bring the subject with this recommendation to their early attention.”

We believe the community will concur with us in this view of the course to be pursued.

Physical Exercise.—This is a department of school training hitherto but little regarded in New England. It is hardly a matter of surprise. While children had green fields to play in and abundant out-door employment, the evils of bad atmosphere, bad positions, &c. &c., would not so soon manifest themselves. Now the new country of the Puritans has taken rather the character of an old one, and children are reared in large cities. They have but few opportunities to exercise, compared with the sons and daughters of farmers. Already the evil effects of neglecting the physical conditions of the school-room have manifested themselves. Educators are everywhere calling attention to the subject. In our own community we have gone so far as this in recognizing physical circumstances as influences which have very much to do in giving tone to the mind and the feelings: we have by improvements in school architecture provided good ventilation and comfortable furniture. We have not gone far enough. Still the physical condition of the child may be very bad. The child must have exercise—and it must be appropriate. The surroundings being proper, it is equally requisite that the activities of the child be rightly regulated. Because the committee believed that excellence in all branches, and especially in reading, depends very much upon the bodily condition, they invited their associate, who has made a speciality of this department of training, to meet with our teachers. The action of the board was at their regular meeting in March, at which time it was

“*Voted*, That Lewis B. Monroe, Esq., be requested to impart to the teachers in our Public Schools, at such time and place as may suit his convenience, such instruction in physical and vocal culture as he may have opportunity; and that the teachers be requested to attend.”

Mr. Monroe complied in a series of six lessons of an hour each. They were eminently practical. Such simple and appropriate exercises, were introduced as would commend themselves to a well-informed person as being suited to the ages and conditions of the children in our schools. Effort was made to express clearly and distinctly the ideas which should govern the teacher in her physical training;—that neither too much nor too little should be attempted. Perhaps one-half of each evening was occupied in giving valuable suggestions respecting the use of the vocal organs. In every case to avoid all possibility of misapprehension, practice was had, so that physical demonstration might insure intellectual conception. Models were used to explain the structure of the vocal apparatus. In a word, the lessons were as valuable for their hints and suggestions as for their practical information.

We regret to say that many of our teachers who needed this instruction were not in attendance. Our best teachers, whose rooms give most satisfactory evidence of life and success, were invariably present. At the close of the course a very hearty vote of thanks was given Mr. Monroe by the teachers. The board, in recognition of his service unanimously passed the following resolution : —

“*Resolved*, That the thanks of this board be and are hereby tendered to Lewis B. Monroe, Esq., for the very timely and useful instruction given by him to our teachers in physical and vocal culture.”

The time is not distant when parents will demand it of committees and teachers, that they to whom their children are committed for instruction shall be intelligent on this subject.

Chairman.—CHARLES J. WHITE.

NORTH CHELSEA.

General Rules for the Government of the Public Schools.—1. The instructors shall punctually observe the hours appointed for opening and dismissing the schools; and, during school hours, shall faithfully devote themselves to the public service.

2. The morning exercises of all the schools shall commence with the reading of the Scriptures in each room by the teachers thereof, and the board recommend that the reading be followed by prayer.

3. Instruction in morals shall be daily given in each of the schools.

4. Every teacher shall keep a register of his school, in which he shall record the names, ages, and dates of admission of each scholar. In addition to this register, class-bills shall be kept, in which shall be entered the daily absence of each scholar, and such notes of their class-exercises as may exhibit a view of their advancement and standing.

5. The instructors shall practice such discipline in the schools, as would be exercised by a kind, judicious parent in his family; and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. When inflicted, it shall take place in the presence of the school, and it shall be the duty of the several teachers to keep a record of all inflictions of corporal punishment, which shall be submitted to the quarterly examination of the committee. Said record shall not be preserved beyond each quarterly examination. By “corporal punishment” is understood all inflictions of bodily pain. No teacher will be justified in inflicting any punishment upon the head of any scholar, either with the hand, rule, or rod.

6. For violent or pointed opposition to his authority, the teacher may expel a child from school for the time being, and thereupon shall inform the parent or guardian of the measure, and apply to the committee for advice and direction.

7. Any child who has been expelled, or is under public censure, who shall have expressed to the teacher his regret for his folly or indiscretion, as openly and explicitly as the nature of the case may require, and shall have given evidence of amendment, shall, with the consent of the committee, be reinstated in the privileges of the school.

8. In cases of difficulty in the discharge of their official duties, the instructors shall apply to the committee for advice and direction.

9. It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of the school-rooms. A regular system of ventilation shall be practised as well in winter as in summer, by which the air in the rooms shall be effectually changed at the end of each school session, before the house shall be closed.

10. The teachers of the several schools shall prescribe such rules for the use of the yards and out-buildings connected with the school-houses as shall insure their being kept in a neat and proper condition; and shall examine them as often as may be necessary for such purpose; and they shall be holden responsible for any want of neatness or cleanliness about their premises. And the teachers may adopt such rules as they think proper in regard to the scholars leaving the yards during the recess.

11. The instructors shall not award medals or other prizes to pupils under their charge.

12. No subscription or contribution, for any purpose whatever, shall be introduced into any school.

13. No person shall be allowed to enter any school for the purpose of exhibiting either to teacher or pupil any new book or article of apparatus.

14. The books used, and the studies pursued, in all the schools, shall be such, and such only, as may be authorized by the board.

15. In cases where children are in danger of being deprived of the advantages of education, through the poverty or negligence of parents or guardians, it shall be the duty of the teacher to inform the secretary of the board, who shall cause the necessary books to be furnished without delay.

16. The school-rooms of all the schools shall be opened, and the teachers expected to be present, ten minutes before the time prescribed for commencing the school.

17. Tardiness shall be considered a violation of the school regulations, and shall subject delinquents to such penalty as the nature of the case may require.

18. No pupil shall be admitted to the school-room who is late, except with a written excuse from his parents or guardian; and no pupil shall be dismissed before the usual hour of dismissal without a written request, except on account of sickness or other urgent reason.

19. The teachers of the several schools shall preserve and place on file all the written excuses received during the term, and they shall not be preserved after the end of each term.

20. Pupils shall not be absent from school except on account of sickness or other urgent reason.

21. If any pupil shall be absent and shall not bring a written excuse therefor, signed by the parent or guardian, the teacher shall make such inquiries as will tend to the detection of the truancy, and report the case to the parent, guardian, or committee.

22. It shall be considered a violation of the rules for any pupil to cut, carve, scratch, or otherwise deface any bench, seat, ceiling, plastering, or any other part of the house, out-buildings, or fence, or write with pen, pencil, or chalk, any verse, letters, or hieroglyphics (obs cene or otherwise) upon the same, or throw stones, snowballs, or other missile within the school-house yard; and the teachers are expected to inflict such reasonable punishment as will insure the strict observance of the above rule.

23. The teachers shall make such rules for the maintenance of order in their respective schools as they may deem proper; and also prescribe such rules for the pupils to leave the room when dismissed, as will insure a quiet and orderly departure.

24. No pupil shall be admitted into any of the schools without a certificate from a physician that he or she has been vaccinated or otherwise secured against the smallpox; but this certificate shall not be required of pupils who go from one school to another.

School Committee.—WILLIAM G. HARRIS, ENSIGN KIMBALL, JOHN H. PROCTOR.

ESSEX COUNTY.

AMESBURY.

Another subject, to which attention is called, is *the proper province of the superintending school committee*. As is well known, they are appointed in each town in accordance with the laws of the Commonwealth, and their duties are definitely specified. They are to examine and accept or reject all persons who come before them as candidates for the office of

teacher ; they are to have the sole superintendence of both teachers and schools ; they are to decide what text-books shall be used, what studies shall be pursued, what classes shall be formed, what changes in classes shall take place, what forms and applications of discipline shall be authorized, and in short, have a constant and responsible supervision of all that pertains to the internal affairs of each school.

In the discharge of these duties, they have their perplexities and unwelcome trials, as well as their obligations and responsibilities. They do not crave the office ; the legal remuneration, as a compensation for the time and labor and anxious care they expend, is insufficient to make it any inducement to seek or to retain it ; and they would rejoice any day to yield it to any others who might be willing and competent to sustain it.

But while *they sustain it*, it is obvious that, with duties so clearly defined, and responsibilities so necessarily undivided as theirs are, no others can be safely allowed to take upon themselves *their work* or encroach upon *their province*. If they are criminally inattentive to their duties, there is a legal and easy way to set them aside and put others in their places. But remaining in office unimpeached, they are the legal masters of the schools. If any real or supposed wrongs or evils exist in any case, the law makes it the right, if not the duty, of aggrieved parents or guardians to go first of all to the committee with their complaint. If the committee are what they ought to be, they will always be more than willing promptly to correct, so far as may be possible, every evil which comes thus to their knowledge. And if the complaint be found to rest upon a misapprehension of facts, no harm will be done to any one by preferring it in a legal way to the persons legally appointed to hear it. But if parents or others interfere with the instruction, arrangements, or discipline which are by law intrusted to the school committee alone ; if by misrepresentations and persuasions from house to house, or by seeking to influence the minds of the children, in the school-room or out of it, against the prescribed order and progress of the school, they embarrass its usefulness and prevent in any measure its success, they take a course which, if taken generally and allowed, would destroy all discipline and order, and ruin every school in the Commonwealth. And hence our statutes hold such persons liable to prosecution. According to an able member of the bar in an admirable discussion of the "Legal Authority and Responsibilities of Public School Teachers," such a course, under the statute of the Commonwealth, "subjects the offender to fine or imprisonment." In some cases this is believed to have been the result.

The committee do not offer these remarks because they suppose there is any need of them in this town which may not exist in any or all other towns. Least of all do they offer them because they have a personal pleasure in so doing, or any personal complaint to make to which they

wish to call attention for their own sakes. They simply feel that it is due to the schools, to say nothing of what is due to the committee, that the duties and responsibilities of the committee should be distinctly understood, and that the right way of adjusting a wrong, known in any case to exist, is to reach it *through them*, or, failing in this, to supersede them by choosing others in their places who will more faithfully discharge the duties of their office. And we believe that the committee must be composed of rare men indeed, who can find a motive sufficient to induce them, deliberately and wantonly, to do injustice to any school or to any teacher. At any rate, the committee now in office, are more and more deeply impressed, from year to year, with a sense of the importance of the season of childhood as affording opportunities of education soon very soon to be forever gone. The flying years of our children and youth are more than golden in their value in this respect. And all the aid and encouragement and moral support which we can give to them in their efforts to acquire knowledge while young, and to their teachers, who, amid many cares, often amid serious perplexities, and always amid great responsibilities, seek to instruct and train them, is no more than their wants clearly justify and imperiously demand.

School Committee.—Y. G. HURD, L. THOMPSON, J. MERRILL.

ANDOVER.

Reading and Spelling.—These radical branches of education have received the special attention of the committee and of the teachers during the last year or two, and much progress has been made in both of these branches, not, however, to the neglect of other important studies. We can without hesitation state our belief that never, since the town was a town, has there been in our schools so large a number of good readers and spellers as there is at this present time. We have placed spelling in the same rank with reading. So much interest has been awakened in this branch of school education, that it was thought advisable to hold a general "spelling match" in the town hall. Accordingly an invitation was given to all the schools in the town to send delegations from among the upper classes. The invitation was accepted with avidity, and on the evening of February 16th, notwithstanding a driving snow-storm, the large hall was completely filled with men, women, and children, and there were about a hundred competitors for the prizes, which were generously offered by a gentleman of the town, for the best spelling. It was an occasion of much interest; and it is believed that an impetus was given to the scholars in all our schools which will be felt for a long time to come. So general has been the interest awakened in this first experiment in spelling matches, that a similar one will probably take place some time during the coming school year, perhaps with the addition of an exercise in reading.

School Committee.—A. J. GOULD, H. S. GREENE, J. W. TURNER.

BEVERLY.

We come now to speak of parents, a large and influential party. It is in their power to do a great deal to secure or prevent success. They are the authors of a home influence which is mighty for good or for evil. A teacher of first-rate qualifications will accomplish wonders, and one of ordinary qualifications will succeed very well, if he can have the hearty co-operation of all the parents and guardians and friends of his pupils. If parents will command their children at home, hold them in due subjection to parental authority, they will be easily governed at school. If they interest themselves in their studies at home, give them aid and counsel, they encourage the heart and strengthen the hands of the teacher. If they send them to school seasonably every day, from the beginning to the close of every term, unless something absolutely beyond their control prevents; *if they work together with the teacher in all respects*, in most cases success is sure. But, alas! it is not seldom otherwise. Too often a lack of good discipline at home renders some kind of punishment, of more or less severity, necessary in the school-room. And not very unfrequently, when a pupil is punished at school, he is permitted to absent himself on the strength of his own statement alone, when in nine cases out of ten, probably, the teacher's testimony would materially change the aspect of the case; and, if a parent wished to do the best thing for his child, his family, the school, the community, it would result in his sending him back to school, with strict orders to behave himself with propriety, or to take the consequences at school and also at home.

Our school registers contain very many marks for absence and tardiness. It is believed that they would be very much less numerous, if parents and guardians were not negligent in the performance of their duty. Irregular attendance is the great bane of our schools. Who but parents can apply the remedy?

In extreme cases, such as truancy, resort may be had to law. The services of the truant officer have been called for several times the past year; and two boys after trial before the justice have been sent to the work-house. Will not parents do their utmost to prevent the repetition of such proceedings!

Chairman.—E. W. HARRINGTON.

We would speak particularly of spelling by the first class. It was their practice to write the words given them in a book; and of 656 words thus written, the percentage of correct spelling is as follows;—

Ellen Dodge,	100	Emma Warren,	92 1-2
Abby Moulton,	98 1-2	Caroline Bell,	89 1-2
Abigail Smith,	96 1-3	George Galloupe,	89 1-2
Frank Baker,	95 1-2	Willie Herrick,	87 1-5

Is not this a fair record? What eight scholars in any other Grammar School in town can show a fairer?

We would refer also to composition practised on this wise. The teacher read to her class, slowly, distinctly, sometimes re-read, a description of some object, or an interesting story, and then required them to write immediately as much of it as they could remember, and read it. As an occasional exercise this has some peculiar advantages. It is necessary that close, undivided attention should be given to the reading. It therefore assists in forming a habit of inestimable value. It also requires despatch in writing. What is done must be done quickly. The tendency therefore is to secure promptness in action. We question whether the pupils in our Grammar Schools are exercised as much as is advisable in expressing their thoughts upon paper. How desirable to be able to do it readily and correctly.

Sub-Committee.—E. W. HARRINGTON, O. F. SWASEY.

BOXFORD.

We believe that a defective system exerts an injurious influence on our schools. But so firmly are the larger part of our citizens attached to this system, so fully are they persuaded that centralized power is dangerous,—that the town ought not to be intrusted with the entire care of the schools, (although its officers preside in every other department,) that the reserved right of choosing an agent to have the care of their school-houses, and to employ the teachers of their children, is a privilege of vital importance, not lightly to be relinquished,—that we do not with much hope look for better things. Yet this has been a costly mistake, which has done more to retard the progress of an enlightened and enlarged system of instruction than any and all other causes combined. We have not space here for detail, but will briefly allude to some of the evils resulting from its influence. Our teachers are employed by its agents. Whence their peculiar fitness for this duty? They do not generally, nor is it thought important that they should, know the condition of a school, in order to its faithful discharge. Nor is it requisite that the qualifications of the teacher for the position should be understood by them; their simple duty is to hire. Some conscientiously, with judgment and prudence, discharge their trust; while others employ those whose highest qualifications are found not in rich stores of knowledge and capacity to impart, not in the experience gained in the school-room, or in a correct and engaging deportment. No! Ties of blood, friendship, or caprice, often decide in the employment of a teacher. We do not claim for the superintending committee immunity from error, yet from their position they have an opportunity to observe the several schools, to know their standing and wants. Were they intrusted with the

employment of teachers, their opinion of fitness need not be formed in a few hours, or, as is usually the case, in less time. How entirely inadequate such a space is for such a purpose, all reflecting minds must admit. Yet, under the present arrangement, this is the usual practice, and is, as may well be supposed, a prolific source of evil. That the condition of the school-room materially affects the prosperity of the school, we believe. Our school-rooms should be pleasantly located, substantial and commodious in structure, well ventilated, with blinds to exclude the sun when desirable; with desks and seats convenient and comfortable; maps and blackboards should furnish the walls. Money invested in this way would pay large dividends in a currency generally acceptable. Such an expenditure seems both desirable and expedient. Can it prevail under the present system? Let the condition of our school-rooms answer. Why should we hesitate to rid ourselves of the burden, and to inaugurate an equal system, beneficial to all alike? At present it is not so. While in some districts over seven dollars is the average annual share of each child for educational purposes, some less favored districts receive less than one-half the sum. By what course of reasoning can it be demonstrated that this is just? Certainly it would seem that equal taxation should secure equal privileges to all. Originally our school laws contemplated no such system as this of which we complain. It was an aftergrowth; a most unjust addition to the original code, once abolished, then re-enacted with this provision, "that a town may at any time abolish the school districts therein." A vote of the town would at once do away with districts, and give the entire management of schools up to the town. Action in this direction would accord with the spirit of the age, which is progressive, and will ultimately prevail. Popular ideas are in the main represented by the system for which we plead, and only need dissemination to insure the result. Let us prove that we are not unworthy of our ancestors, who have bequeathed to us that precious boon, our free schools. How have they shaped the destinies of New England! Gratefully let us uphold the fabric reared by their wisdom, and seek, while we enjoy its blessings, to purify and improve it.

School Committee.—P. W. BARNES, MOSES KIMBALL, SAMUEL KIMBALL.

BRADFORD.

Another fault we observed was the fact that far too little attention was paid to the fundamental branches of reading and spelling. We emphasize the word *fundamental* in this connection, because it is our decided opinion that when these branches of education are neglected, really good scholarship is out of the question. They lie at the foundation of all true learning. To be sure it is no great credit to spell correctly, but it is a disgrace not to

spell with tolerable correctness by one pretending to any scholarship. But if the ability to spell is not acquired in early youth, it is very likely never to be acquired. Our language is so irregular and lawless in its orthography that no rules can be given for spelling that are of much value. It must be learned principally by the mere exercise of memory. The forms of the words, the letters and syllables comprising them, must, by constant repetition, be so imprinted on the memory that they will remain fixed there. When can time be afforded for this, and when is the memory sufficiently tenacious of mere words without meaning to retain them, except in early childhood? With reading, the case is somewhat different. But here it is generally true that if a child, while the organs of speech are flexible, and habits, good or bad, are easily formed, does not learn to read well, he will not be likely ever to become an accomplished reader. The great mistake on this subject among the pupils in our schools, seems to be the idea that the reading lesson requires little study, and it is of no consequence whether they make any preparation for the reading class or not.

For the Committee.—JAMES T. MCCOLLUM.

DANVERS.

Physical Culture.—Every friend of his race should hail with pleasure all efforts for improving the health of the rising generation. Much is now being done to introduce a system of physical education, that shall be practicable, and while it diverts the mind from close continued application, shall give health and vigor to the body. It is sad, indeed, to feel that close application to study and confinement in a school-room has been injurious to the health of any of our pupils. We welcome with pleasure all attempts which have been made to introduce into our schools any exercises of this kind, and would encourage more attention to the subject. We would recommend that teachers acquaint themselves with the system of physical training, and introduce it in such manner as their genius may originate, or as they may have observed in larger towns and cities, where gymnastics have become a regular exercise. Near allied to this is the subject of "military drill," which has, at this time of writing, received a favorable report from a committee of the legislature, to whom this matter has been referred, with authority for towns to hire competent instructors, under the direction of the school committee. This may furnish exercise for a part of the male scholars, but it is with the females that the greatest danger lies, as they suffer more from close application and want of exercise.

High School.—The special report presents the results of this school for the year that has closed, but in its general bearing it deserves consideration

in this place. The success which has uniformly marked its course since it was established, the number which has enjoyed its superior advantages, and thus been fitted to fill the various walks of life with honor and profit, the opportunities which it still presents for the successful pursuit of knowledge, these all conspire to present its claims upon our citizens for undiminished favor and support. We desire that every pupil in town, when becoming of suitable age and attainments, may enjoy its instruction; but so far as it tends to elevate the standard of education and relieve the Grammar Schools of too great a multiplicity of studies, every pupil in town is benefited by its establishment. That no larger proportion of all the children in town attend it in any given year, might at first sight lead to the conclusion that it was exclusive in its advantages, but this view disappears when several years are taken into the account. So great has been its success, and so important its results, that we trust the day is far distant when our citizens will cease to cherish it with pride, or withhold from it that reasonable support which may be needed for it to maintain its high position; and however it may be with others, may this never be true with those who have had children pass through it with honor, or who may hope to patronize it in the future.

Conclusion.—In reviewing the results of the year, we would renew our congratulations that so much has been accomplished, but would remind our citizens that a wide field of improvement opens to them in the future. It is not enough that we build fine school-houses and make liberal appropriations—indispensable as these are—and secure competent teachers; we must sustain our teachers, and follow our children with our sympathies in their daily tasks. If our schools are successful in imparting knowledge of books and the sciences, and fail to cultivate good morals and manners, they fail, most unfortunately, short of the object of all education. To make our Common Schools the means of preparing the rising generation for the greatest usefulness is worthy the ambition of every citizen. The pupils in our schools are soon to fill our places, and whether with honor or dishonor depends in no small measure upon the training which we give them. May learning and refinement be the characteristics of all our youth; and though governments may change and our resources be consumed, may we instil into their minds that which shall be more important than material wealth, and more enduring than human institutions.

School Committee.—AUGUSTUS MUDGE, RUFUS PUTNAM, J. W. PUTNAM, JAMES FLETCHER, I. W. ANDREWS, A. S. HOWARD, GEORGE TAPLEY.

ESSEX.

It is the opinion of the school committee that too much prominence has been given to the higher branches of study, while the fundamental branches,

especially reading, spelling, and writing, have not received the attention their intrinsic importance demands; and they have endeavored to impress on the minds of both teacher and scholar the necessity of a more thorough acquaintance with these radical branches. We by no means discourage the study of the higher branches, but urge the importance of more attention to the elementary, without which all others are of comparatively little value. No wise man erects an edifice on a weak and insufficient foundation, neither should children attempt to rear a superstructure in scholarship before laying deep and broad the elements of learning.

Writing.—A plain, legible hand-writing is a desirable accomplishment, and, in connection with correct spelling, is an invaluable acquisition to a man of business, and no small recommendation of a young lady or gentleman in any vocation. To write well with facility and expedition, requires careful and liberal practice. The eye and hand must be trained to correct execution. For these reasons, we encourage writing, also drawing, at an early age,—as soon as the child can manage the pencil and slate. A large portion of the unoccupied time of the small children in our schools may be profitably employed in this amusing and instructive exercise.

When pupils have advanced sufficiently to be able to use the pen, the teacher should devote exclusive attention to writing during the time assigned for it. All the errors and faults, pertaining either to the position of the pupil, the manner of holding the pen, or the formation of the letters, should be carefully pointed out and corrected. Writing lessons should be short, for the muscles of the hand soon become weary. A few lines written with care, daily, will eventually secure good penmanship. We have dwelt on the importance of good writing in our visits to the several schools, and we take pleasure in being able to state that the writing books generally have been neatly kept, and evince considerable proficiency.

School Committee.—EDWIN SARGENT, NATH'L BURNHAM, DAVID CHOATE.

GLOUCESTER.

The Primary Schools.—At the end of the winter term there were belonging to the fifteen schools of this grade, eleven hundred and seventeen scholars. Of these, two hundred and twenty-five were members of the first class; and of this class, one hundred and eleven were over ten years of age. It has been a matter of some surprise to me to find one-half of the pupils of this class over ten years of age,—an age at which many of the boys are taken away to labor, and cease to be constant members of the school. It is not only a matter of surprise, but of deep regret, for many of the lads who leave school for one or two terms at this

age, form habits which tend to repress all desire for further intellectual advancement, and therefore derive but little advantage from the few terms of a boys' winter school they may afterwards attend.

We cannot overrate the importance of these schools or labor too earnestly to increase their usefulness; and, in view of the fact that so many of the pupils cease to be regular attendants upon school after leaving them, it becomes especially our duty to see that while these pupils do belong to them, not a moment of their precious time shall be wasted.

As a result of my reflections on this subject, I have to recommend that a regular course of study be marked out for these schools, occupying a period of three years; similar to that of the Boston Primary Schools. According to this plan, children entering at five will leave at eight years of age, qualified for admission to the Grammar School. Some, of course, from various causes, will fail to keep their places in the class and will fall behind. These should be carefully looked after, and if the cause of failure can be removed by the teacher or the committee, no proper effort to that end should be spared. In order that all cases of this kind may be kept constantly in view, as well as to afford the means of tracing the school career of these pupils, a record of each class should be kept in the school-room, showing the delinquencies and the sum of absences of each scholar in each term of the course. With such a course of study and such a record, there would be no difficulty hereafter in accounting for any backwardness on the part of the scholars who ought to be farther advanced.

Another matter which calls loudly for reform, is the compulsory idleness to which a large portion of the pupils are subjected. The Alphabet, Primer and First Reader scholars are called out in classes once during the school session, perhaps for half an hour; the remainder of their time is spent in their seats, a little of it given to their book lessons, but most of it in the unprofitable occupation of doing nothing or doing mischief. The natural activity of childhood is repressed instead of being usefully employed, and both teachers and pupils become martyrs to the cruel necessity which compels a perfect stillness on the part of these little ones, in order that the proper discipline of the school-room may be maintained.

Let us at once set about the correction of this evil; and, to make a beginning, I recommend that each school be furnished with a set of the Boston Primary School Tablets, and a sufficient number of the Primary School Slates to keep one class after another successively employed in using them. With the aid of these useful articles, the scholars can easily acquire the ability to make the Arabic numerals well, and to print and write neatly with the pencil before passing to the Grammar School. The next step is to arrange a course of exercises and recitations which shall keep all the scholars employed during the whole of the school session.

At the close of the fall term it was my desire to ascertain how well the first class in the Grammar Schools could express their thoughts in writing, not only in regard to grammatical correctness, but also with respect to penmanship, orthography, use of capitals, and pronunciation. I proposed, therefore, to require them to write impromptu at their desks, a composition or letter; but as they had not been accustomed to such an exercise, and might be embarrassed by its novelty, I changed the plan, and requested them to write an abstract of some chapter of the History of the United States, which they had studied during the term and reviewed. This course was pursued in all the Grammar Schools, except the East and Bradstreet, in which there is no class which ranks with the first in the other schools, and the result was quite satisfactory in every school but one. It ought to be our aim that every scholar who finishes the course in these schools, should be able to write a letter correctly, in a neat and legible hand; but this result cannot be secured without much practice, and I recommend that a regular weekly exercise in writing original or remembered sentences be introduced, and practised in every class.

Chairman.—JOHN J. BABSON.

HAMILTON.

It is not an unusual remark, that the schools of to-day in our town have degenerated from those of the past, say of thirty, forty, or fifty years ago; that no such ripe scholars are now to be found as once came forth with their manuscript book of sums, neat copy-book and spelling-book from the low school-house of the olden time. We fear that the memories of those ancient schools are somewhat misty, and that the traditions of the exact teaching and the finished scholarship which then prevailed must be received with some allowance; but even if it were all true in regard to certain studies we must keep in mind that the field of study has been somewhat enlarged and that while there may have been a falling off in one direction there has been gain in another. In *writing* we believe that there has been a falling away from the old standard, and that the schools of former days could show more accurate and elegant penmen than those of the present; the reason for this is in part that there are now so many studies, each claiming its due share of attention, that the teacher cannot devote to it as much time as was formerly given, and in many instances the teachers are poor writers, needing rather to be taught themselves. But on the other hand we believe that there are pupils in some of our schools in the second class in grammar, who can give a better analysis of a sentence, a more rational explanation of its grammatical construction and of the relation of its several parts, than could have been given by the best student of Lindley

Murray in our schools years ago. The tests of scholarship are now somewhat different and in some cases more severe; whether the arithmetician who had *ciphered* through his Daboll or Walsh, and carefully recorded all the sums he wrought, could have performed upon the blackboard an example taken at random within the limits of his studies, and without reference to the text-book, as readily as many of the boys and girls of to-day, we have some doubt.

We think that our schools are now in better condition than they were a few years ago; probably greater thoroughness could be attained in writing, arithmetic, and geography, by striking out history and algebra, but as they are all recognized by law as studies that may be pursued in our schools we have not felt at liberty to exclude them.

We would suggest that the committee could be more fully held responsible for the state of our schools if they had the business of placing teachers over them left entirely in their own hands; this, however, we do not wish to urge upon the town, though in the present state of our district system we see no reason for placing the selection of teachers among the duties of prudential committees.

School Committee.—DANIEL E. SANFORD, JOSEPH P. LOVERING, BENJAMIN W. PATCH.

HAVERHILL.

The High School has been unusually prosperous the past year. The teachers have discharged their duties respectively with great fidelity, and their works praise them. Dutiful and diligent scholars have been encouraged, and the thoughtless and wayward have been kindly admonished, and some have been reclaimed, or greatly improved. No greater joy has the faithful teacher than to see his work prospering in his hands. And no greater cause of gratitude has the parent than to feel assured, that his children have fallen into the hands of faithful teachers. It is not often that parents repose too much confidence in the teachers of their children, but it too frequently happens that they leave the work and the responsibility of both the moral and intellectual training to the teacher. Could the parent classify his cares, placing all this world's affairs on the one hand, and those of educating his children on the other, he would soon discover that the latter outweigh them all—that the united efforts of both teacher and parent are none too much to secure all that parents desire and hope for in their children. To guide a child from the cradle to manhood, and keep his feet, at all times, in the narrow path, is a work that an angel could not do without much thought and many prayers. But there are many children whom the teacher finds already in the broad way, possessed with the spirit of evil, which must be cast out, and the child taught to hate what he now loves, and to

love what he now hates, and persuaded to take up many crosses and walk in the straight and narrow way, presenting at first little or no attractions. And does the teacher need no help?—no co-operating influence and effort to aid and encourage him in so arduous a task?

Do you ask, how you can aid the teacher? The ways are various and simple. When you meet the teacher of your child, do you inquire how your son or your daughter is progressing?—if there is anything you can do to lighten the teacher's task? Do you visit the school-room, and there, taking along with you your knitting, spend a quiet afternoon? Do you question your child, at home daily, in regard to his studies, his school, his progress? You talk much with your children about everything else in which you have an interest, and they know you are interested because you speak upon the subject so frequently, and they become interested because you are, and you wish to have it so. You have succeeded in exciting their interest, by ordinary means which you know well how to employ. Say not, then, you regret that your children are not interested in their books and their school, until you have tried the means in your power to interest them.

The High School is a blessing to the town of Haverhill, and if it is not to you personally, the fault may be your own. We commend it and its interest to you. Cherish it. You cannot injure it by a too eager embrace; you may by neglect, by withholding your sympathy from the teachers, and failing to co-operate with them in securing what most you prize—the highest good of your children.

School Committee.—CHAS. G. BURNHAM, ABRAHAM BURNHAM, CHAS. H. SEYMOUR, JAMES V. SMILEY, M. J. STEERE, J. W. HANSON.

IPSWICH.

Parents, teachers and town should be incited in their respective duties by the hopes they cherish for the rising generation. We sometimes feel that the report of the schools is little read. The financial account is scanned in its every item, with an interest not greater than its importance demands, indeed, while the interest in the young centres, and too often ends, in making the needful appropriations. How often we are surprised to see how soon our youths have ended their school days. When we meet them at the ballot-box, we can hardly realize that they have come to manhood, when, perhaps, at that very election, they are to be honored by some important office. And then, again, we can hardly believe that the wreck of to-day, who offends the eye, was so lately a bright and promising youth, happy in the sports of his boyhood. Those whom we pass day by day on their way to school, upon whom, perchance, we bestow hardly an interested thought, to-morrow, or hardly we are aware, are the ornaments or the pests of society. We think too little of the well-known fact, that all our best interests are

bound up in these little folks, whom we think of, too often, as just now troublesome, or in our way. Our future is gathered daily in our various schools.

The more distant future should be the most powerful incentive in training the young. The ancient painter found stimulus in his profession in the thought that he was painting not for time, but for eternity. His canvas and the conceptions embodied thereon do all perish away. The mind and heart of the child shall carry the impressions now made upon them, when parent and teacher and child have passed from mortal view. The gifted mother looked upon her infant in her Indian home, and sung,

"Time and eternity are here."

This is the true idea. The visible present and the invisible future should be kept in view in giving direction to the youthful mind. Wonderful thought! That child, given to mother or teacher, so frail to human view, is more an heir to eternity than a creature of time; more immortal than mortal. The mind, developing day by day, is expanding for the duties of the present world not so much as for the fuller knowledge of our adorable Creator, whose perfections an enlarged mind and purified affections may rejoice in forever.

School Committee.—GEO. R. LORD, J. E. BOMER, J. Q. PEABODY.

LAWRENCE.

Truancy.—As an exhibit of what has been accomplished the past year, and of what I would say under this head, I make use, by permission, of the report prepared for the city council by the chairman of the board of truant officers.

To the City Council, Lawrence:—The undersigned, in behalf of the truant officers for the year 1863, begs leave to submit the following report:

The general plan adopted for the past year, is the same as that adopted for the two previous years. In order that the teachers of the several schools might co-operate intelligently with the truant officers, the following circular was directed to each of the teachers, by the superintendent of schools:

To the Teachers.—1. Whenever a pupil is absent from school, the teacher shall ascertain the cause during the same session, or at the earliest possible time consistent with his other school duties.

2. Every known case of truancy shall be reported to the truant officers.

3. When a pupil has been truant three times, he shall be placed in the truant class; he may be for the first or second offence.

4. Cases of absence from school known to arise from remissness on the part of the parents, may be reported to the truant officer.

5. Whenever, for any cause, a pupil is transferred from one school to another, notice shall be sent to the teacher who is to receive him, either directly or through the truant officer.

[Signed]

JOS. L. PARTRIDGE,
Supt. Public Schools.

The special duty of arresting truants and absentees from school, was devolved on Mr. C. T. Chamberlain, whose labor had been so successful in the previous year; and he was again appointed police officer for this purpose. Mr. Chamberlain has spent the greater part of the school hours of each day, and much other time in the discharge of the duties of his office.

The following is the statistical report of truancy for 1862 and for 1863:
1862.— Number of truants, 153; of absentees, 385. Total, 538.
1863.— “ “ 143; “ 115. “ 258.

Thus it appears, that there have been of truants and absentees during the past year two hundred and eighty fewer than during the preceding year, two hundred and seventy fewer absentees, and ten fewer truants. We should expect to see a decrease in the number of absentees this year as the results of last year's labors; but we might have anticipated an increase of truants, considering the large number of children previously ranked as absentees, that have been placed in school, this being a class most likely to furnish truants. In this respect, however, we are most happily disappointed.

The truant class is a necessary part of the plan adopted by the truant officers; obstinate truants are placed in it for a limited time; they are instructed, and subjected to wholesome, not generally severe discipline, and when they have become regular in their habits they are returned to their own schools.

The number of different members of the truant class during the year ending December 1, 1863, has been seventy-two; of this number, sixty-four, after having returned to their own schools, have continued in regular attendance, and have proved orderly scholars. Of the remaining eight, four have been sent to the class the second time, and four the third time; five of the same eight are now doing well with their own teachers; two are at work, and one has removed from the place.

It may be well to state that the same supervision has been exercised over the children attending the Catholic Schools as over those in the Public Schools. The superintendents of those schools have most cheerfully acceded to the general plan adopted for the governance of the officer, and he testifies to the cordiality with which they have uniformly co-operated with him.

The plan pursued by the officer for the past two years was adopted and the responsibility assumed, that the experiment might be tried, and its practicability tested, of controlling our truants in our own city. So far, the

experiment has proved eminently successful. Through the instrumentality of the special truant officer and the truant class, a wholesome discipline has been exercised upon a large number of children "growing up in ignorance, and having no lawful employment."

But the plan has been one of expedients. It seems to us that a suitable place should be provided in the city, perhaps in connection with the almshouse, where this class of children, certainly the most inveterate truants and those that are without proper care in their homes, should be restrained and put to some employment in connection with a proper course of study.

In this connection we may be permitted a word upon the duty of parents. From ample opportunity for observation, we are convinced that in the large majority of cases, truancy is a sure indication of bad management in the home; many of the truant children, indeed, have nothing that deserves the name of a home; their parents are of unsteady or dissolute habits; the children have neither proper food nor decent clothing, to say nothing of the lack of the cherishing influence of the parental affections, and they are rather to be pitied than blamed, when they break loose from the restraints of an orderly school of neatly attired children, and seek more congenial companionship among those who are unfortunately equally vulgar and profane with themselves.

Many children acquire habits of truancy by irregularity of attendance at school; nothing is more sure to beget a disrelish for school altogether than inconstancy of attendance. The most trifling thing will serve the child as an excuse to be absent, if the parent is disposed to yield; the circus is coming and he wants to go; the weather is hot, it is cold; it rains or it snows; the foot or the throat is sore, the head aches; the new clothes are not ready or not bought; the old shoes are repairing; some water is to be brought, some chips to be gathered; he is looking for work; a relative is in town, is expected or is to leave by a certain train, etc., etc. Let the parent be determined that nothing but the most imperative necessity shall keep his child from school, and the axe will be laid to the root of the evil.

The laws of the Commonwealth contemplate the attendance of children upon school. They forbid the employment in a manufacturing establishment of any child under fifteen years of age, who has not attended a day school at least eleven weeks within the twelve months next preceding the term of such employment, and unless he shall attend for a like period during each twelve months; they forbid the employment of any child under twelve, who has not attended school eighteen weeks. They provide that all needful regulations shall be made for the control of habitual truants and children not attending school, or without any regular and lawful employment, or growing up in ignorance.

A minor, convicted under such regulations, may be fined twenty dollars

or placed in any institution of instruction, house of reformation, or other suitable situation provided for him.

For Truant Officers.—G. A. WALTON.

Evening Schools.—Remarks of encomium upon this enterprise of private benevolence, as in our last report, are no less applicable to the last winter's school. The enterprise is still under the guidance of our city missionary, Mr. Geo. P. Wilson, devoted to every good work, with a self-sacrificing corps of teachers equally devoted to its interests. This school, of four months' continuance, from the first of December to the first of April, is highly appreciated by a large number of young persons from fifteen years old upwards, to whom early opportunities for education were denied, and to whom the necessities of continuous manual labor forbid the privileges of the Public Schools.

The straightened accommodations of the last winter compelled the rejection of a large number of applicants. In consequence, the city government, ready to render Mr. Wilson every facility in their power, have finished off a large room in the basement of the city hall, capable of accommodating, at present, it is hoped, all worthy applicants. In addition to this, they have appropriated one hundred dollars for incidental expenses; the tuition being rendered wholly as a gratuity on the part of the teachers. The school numbered last winter two hundred and seventy-five, which was fifty more than ever before. It has opened, at its present session, with three hundred and fifty pupils and twenty-five teachers.

Secretary and Superintendent of Schools.—JOS. L. PARTRIDGE.

LYNN.

Reading is of the first importance as the key to all knowledge, and good reading is an accomplishment not very common; indeed, the deficiency in all classes and walks in life, and in the professions, is noticeable. Some have thought that there has been no improvement on this hand in the schools of late, and the committee have feared that perhaps it may have been neglected, and the earnest attention of the teachers in all the grades is solicited. In many of the schools the reading has been very satisfactory, while in others there is much which deserves unfavorable notice. Faulty enunciation and pronunciation were observed, but in some schools which were quite proficient in these things, the performances were not up to the desired standard. A thorough knowledge of enunciation and pronunciation is indispensable to good reading, but this alone will not suffice. An understanding of inflection and emphasis must be added, with an appreciation of the sentiment of the piece.

It is certain that in many instances the thought of the author is not felt, and the teacher does not always give the necessary explanation and illustration by reading to the class; of course it is not possible to have good reading under these circumstances. A short lesson, well tried in every part, and, if necessary, over and over again, is preferable beyond measure to one of several pages, carelessly gone over. Great care should be given to definitions, and where the word is at all uncommon it should not be passed over.

A curious abuse in emphasis has been noticed in some schools, and may be appropriately termed "a spasmodic affection." One word or more in each sentence is jerked out with surpassing energy, without being entitled to such distinguished consideration, and in poetry a word in each line is selected for a blow of astounding force. Notwithstanding the annoyance of almost inaudible tones, the shouters, of whom there are some representatives in every school, should not pass without criticism, and the art of modulation, at least, should be taught to those whom nature and disposition have fitted to serve as examples for their fellows.

It is not necessary to advocate at length the advantage of good penmanship. It is enough to advance these considerations, viz.: it is a passport to many responsible and lucrative situations; it is indispensable to advancement along the regular and surest roads to promotion in the business world, and it is often the one thing needful to insure a young man a promising opening in life. From young ladies, too, penmanship is now deserving additional interest. The practice of giving them counting-house places should be encouraged, and will, we think, increase. Good writing, in very many cases, can be taught in the schools; in very many others the foundation of an execrably bad hand can be prevented. During the year the committee have endeavored, by inquiry and advice, to promote advancement. There is, unquestionably, a want of systematic procedure in this branch, and more time should be devoted to it, particularly in the High School and in the Grammar Schools. None should be allowed to reach the age in which they are liable to be taken out of school, without a fair knowledge of writing. The examples in the copy-books should be followed more strictly, and the benefits of the practice should be looked for in the miscellaneous writing of the schools. Unquestionably there is great difference in capacity for progress and proficiency,—perhaps more than in any other branch. Good writing is the result of one of two conditions, viz.: natural taste and aptness, or patient care and determination. This last is better than all the advantages of the *flourishing* schools of professors. With men and women, the execution is secondary and entirely subordinate to the matter and composition; with scholars, the execution is of the first importance, and there is no excuse for a rapidity which sacrifices the advantages of the proper time for at least laying the founda-

tion of a neat, plain, elegant hand. Slow, careful writing is indispensable, else bad tendencies in penmanship will become fixed habits. Teachers do not agree as to the benefit of putting the pen into the hands of young scholars. It may be difficult to draw the line, but where there are no special objections, we should like to see the experiment tried in all our Second Intermediate Schools. Interest and emulation will, no doubt, be created, if the copy-books are frequently examined by the committee and other visitors.

Spelling has not been neglected in any quarter. The results of our special examinations are all that could ever have been anticipated; those scholars who have been in our schools ever since the system was introduced show its advantages very plainly. There is, of course, considerable difference in the percentages, but all have devoted time and energy to this branch, in which there should be no lowering of the standard or falling back.

Yearly elections of the school committee are provided for by our city charter, and thus the board is liable to entire change at each annual election. Experience has demonstrated the evil results of frequent changes. The legislature has made elections for three years, one-third of the members going out each year, obligatory on all the towns, and the system has been adopted by nearly every city in the State; we doubt whether there can be found amongst us a single citizen, who has had experience on the school board, who will hesitate in endorsing it. One year scarcely affords time for an introduction to the various duties. The certainty of more extended service tends to an increased sense of the responsibilities of the trust, while even the liability of speedy removal is calculated to make a restricted circle of influence, inquiry and action almost expedient, where real and certain usefulness is the aim. That the practice of our people has been, to a great degree, in accordance with the three years rule, should not go far as an argument against the desired amendment of the charter. The liability of sweeping changes still remains, and ordinary modesty still forbids that through the year it should be forgotten or ignored. Examples are not wanting of capricious or accidental changes, which have worked injuries which it has taken years to obviate and overcome. We should do less than our duty, if we failed to ask the city council to give attention to this important matter, in regard to which we solicit an opportunity to fully present our views.

Chairman.—GEORGE H. CHASE.

MANCHESTER.

Your committee are pleased to report that you have much more than got your money's worth of schooling this year. The teachers of the Cove, Row, Plain, Newport, Primary and Intermediate Schools for the

year have earned on an average each one hundred and fourteen dollars and a fraction, and boarded themselves out of it. When board is worth from two dollars to two and a half a week, and there are fifty-two weeks in a year, it is plainly seen that teachers of these schools cannot live by teaching, unless they adopt a style of dress ill adapted to Cape Ann climate. The Grammar School of this town, the past year, has been worth to the teachers a hundred and forty-two dollars and fifty cents. One hundred and forty-two dollars and fifty cents, less board bill for fifty-two weeks, leaves about twenty-five dollars and fifty cents for clothing and investment in United States stocks. A fine inducement to first-class teachers! The High School in this town has been worth to the teacher the past year three hundred eighty-two dollars and a half. A capital offer to make a young man, a first-rate teacher with whom nobody will find fault, who has spent one or two thousand dollars in educating himself! So long as this town pay their girls kitchen wages for keeping school, and seek to obtain the best of teachers and a first-class High School by paying mechanics' wages, so long will the people find fault with the school committee for not making better bricks without straw. Teachers now may board at home, or eke out a living in the long vacations by other means, but before the millennium, teachers will be better paid, and better teachers will be secured, and less fuss will be made about raising money to develop the soul.

This preface to our report is not meant to defend any poor teaching in this town, but is intended to disarm criticism. We have good teachers though poorly paid. If you have your money's worth, find no fault. The tuition of scholars in this town has been the past year about one cent and a half a day per head. If any one finds fault that he did not get his cent's worth, let him pay two cents next year and see if he can hire with it some teacher nobody can find fault with.

The committee would take this occasion to invite parents to visit the schools. The past year, during term time, two parents visited the Cove School in the fall term; one visited the Row School in the winter; two visited the Newport School in the spring, one in the fall, one in the winter; one visited the Primary in the fall; the Plain, Intermediate, Grammar and High Schools have not been visited by one of the parents in term time.

The number of children of school age is three hundred seventy-seven. Only six parents,—two of them twice,—have visited the schools the past year, except on examination days. Yet more than six have manifested great ignorance of the practical daily operations of the schools; more than six have told it to their neighbors, but not to the committee or to the teachers, that all was not as it should be in the schools; more than six have complained of inefficiency, while they have not so much as once visited the schools in question, and whose only knowledge of the schools is based

on the tales of children, who are not always the best judges of law or fact. It is not unnatural for children to tell tales out of school; it is not unnatural for parents to believe them; is it natural for the parents to go to the school-room and see for themselves what kind of a school their children go to? The circulation of childish stories, new and enlarged edition, is not likely to correct the teacher's faults or aid the labors of the committee. The manly way is to go straight to headquarters, to sit quietly and see how the teacher acts, and how the boys and girls behave.

It would not be a bad plan for the friends of fresh air to buy twenty-five dollars' worth for the Public Schools of this town. The expending of about seven cents for each scholar in town would let fresh air into each school-house, in so scientific a manner that teachers and pupils would be less exposed to sudden colds and croup. On a stormy day, it is now necessary to keep the windows closed till the air, in some of the houses, becomes foul as the second cabin of an emigrant ship. One day of bad air damages every child more than seven cents' worth. Cheat the apothecary and the doctor, save health and life, and raise twenty-five dollars for giving fresh air. Do it now, and the ventilators will stand as long as the school-houses. Fresh air is essential to freshness of intellect: furnish ventilators and save birch.

If you have any more money to spend for educating your children, perhaps it would be well to lay it out here and now. With eighteen weeks vacation in the year, your children will not be likely to become so well educated as if they had only twelve. When one-third of the year is vacation, it is about as difficult to thoroughly educate children as to fatten domestic animals on the celebrated principle, first a streak of fat and then a streak of lean. Last year this town raised about three dollars and eighteen cents for schooling each child of proper age; if the coming year it should be raised to four dollars,—fifteen hundred dollars for the whole town,—it would still furnish only about eight cents a week for feeding and clothing each mind. Suppose, now, that the town contract with parties to feed and clothe the bodies of their children for eight cents a week, think you, if all should come out ragged and haggard in the spring, the citizens would blame the contractors, or blame those who furnish only eight cents a week? If the town persist in the sixpenny plan, let the citizens blame themselves, but not the school committee.

There is, however, a more excellent way. Some day, every voter in this town will feel toward the children as School Counsellor Dinter did, when he said, "I promised God that I would look upon every Prussian peasant child as a being who would complain of me before God, if I did not provide for him the best education, as a man and a Christian, it was possible for me to provide."

School Committee.—JOHN PRICE, A. W. JEWETT, E. P. TENNEY.

MARBLEHEAD.

Such being the mighty power wielded by the families of the land, for good or for evil, we appeal to the parents of the fifteen hundred children that we are educating in our schools to co-operate with the school committee in rearing them up to be ornaments in society, blessings in the world. With your earnest and faithful co-operation, and the blessing of God, this can be done ; without such co-operation it cannot be done. Parental activity here may be in various ways. First, in fitting the child by the proper home education to enter the Primary School, and in maintaining that instruction and discipline as he passes to the higher school, all through, until he shall graduate at the High School with honorable distinction. Some of our children enjoy this home blessing, and manifest it by their superiority in all respects to those unfortunate children not thus favored. The distinction is broad and strongly marked. The one class consists of those of whom their teacher is proud, the other of those of whom he is ashamed ; the one is a source of perpetual joy, the other a source of constant trouble and sorrow. The poor child, however, is more sinned against than sinning, and on the head of the unfaithful parent will rest the greater guilt.

To this latter class belong our truants, and those who are inconstant in their attendance, who for every trifling thing are allowed to be absent, disarranging the school, perplexing the teacher, and inflicting upon themselves great injury. They are our dunces, who are obliged to linger in our lower schools long after their age demands that they belong to the higher, and then have to leave with a feeble preparation for the duties and responsibilities of life. Another mode of parental co-operation is by securing the prompt, timely and regular attendance of the child. This is the alone work of the parent, and is of the utmost importance. The hours for the daily beginning of the schools are fixed and definite ; the studies of each class are arranged on a rising scale in regular order, so that the pupil passes by gradual succession from the lowest to the highest ; and the recitations are assigned their definite hours. It must be obvious at a glance that the tardy or inconstant attendance of the child contravenes this order, so essential to a good school—throws the school into confusion, impairs its efficiency, and inflicts great injury upon the child. He can never make up what he loses ; for the whole class and school cannot be expected to stand still, or retrace their steps, for the special benefit of such delinquent, or for the convenience or caprice of the parent. The child is required to be at school on each and every day of term time, and promptly in his seat when the teacher's bell announces the beginning of work. Nothing short of the most imperative necessity, before which all must bow, should be allowed by the parent, to prevent it. Yet no one thing is working greater mischief in our schools than the tardy and irregular attendance of some of the scholars. The pile

of notes on the teacher's table every morning—nine-tenths of which would not have been necessary had the parent done his duty—excusing this, tell a sad tale for such school, for such parents, and for such scholars. We beg earnestly that this great evil may be remedied without delay.

Another evil of the same class is the early removal of children from the the schools. This is mostly, though not exclusively, confined to the boys. While the committee are pleading for the children, they would not lose sight here of those widowed mothers whose comfortable maintenance demands the labor of their children as soon as they are able to earn a dollar. With such we deeply sympathize. Yet even here we think there are cases where a mother's love, forecasting the future of her child, and taking into the account his highest good and hers also, would suffer many present privations before taking her son from school: this, to an intelligent, affectionate and true mother, would be the last resort. But we are convinced that in a vast number of cases, if not in a large majority, there is no necessity whatever for the course pursued. It is a fact, both startling and humiliating, that during the thirteen years' existence of the High School only one young man has entered college fully fitted from its halls. Those who have been fitted at the Academy or in some place out of town, and there have been several, while they redeem us from the entire neglect of a higher education, have nothing to do with our system of Public Schools. That there are those who graduate at the High School every year fitted for business with a good education, we rejoice to record; but even this class is very limited. Few of our boys reach the High School; the school-days of the most being ended before they arrive there. True, a boy graduating at our Grammar School, having attended the prescribed course, under the instruction of the accomplished and thorough teachers, would be well fitted for life, in all the branches taught in that grade of school. But even this is not secured; a majority of the scholars fail to reach this point:—they are lost by the way. Out of a class that entered the Grammar School twenty-seven strong, only seven remained to pass in due course to the High School at the close of the year in November last, and yet the average age of the boys in the Grammar School is but twelve years, three months. Nor is this even the worst; our children are taken from the *Intermediate* and *Primary* Schools even, at a tender age, when their course of education is just begun, and placed on the bench to work. This is a most distressing evil, and discloses a very feeble sense of parental responsibility, and hardly any appreciation of the importance and advantages of education. And, moreover, this practice is disheartening to the teacher; it deranges the schools, and is destructive of the highest interests of the children. Unless the tendency to this course, which is strong, be arrested, and that speedily, the results will be the most disastrous to the cause of education, and also to the intelligence and morality of the community: and these constitute its true worth: these

are the riches of the social state : destroy these, and we go back to anarchy and barbarism, or fall in our pollution and imbecility beneath the iron rule of the despot. The correction of this evil belongs to the parents. In their hands we leave it, with all its responsibility.

Primary Schools.—These schools, although the lowest in the grade, are not regarded as of less importance by your committee than those higher on the scale, nor have they received less of their thoughts and attention. There are reasons, rather, why they should be looked at as, in some sense, first in importance, and be guarded with special care. Here the little one comes fresh from home, at an early age, to begin that training which is wisely provided for him in our system of education ; which in too many instances is the commencement of all proper training. He sometimes enters in the rough, and has to be trimmed, and straitened, and smoothed, and wrought into the proper shape for his place in the structure. This is no small work. No stage of the pupil's course in our schools requires more skill, practical wisdom, versatility, forbearance, kindness, firmness, and patient, plodding diligence on the part of the teacher than in the Primary School. A mistake in the selection of a teacher here, or the want of tact, of heart for her work, or faithfulness on the part of the teacher, will be felt all through the higher schools. As regards those unfortunate children who enjoy no true home education—and these are not few—all the habits and practices, both body and mind, which are the results of five years' neglect shall we say ? nay, worse than neglect, of positive injurious education, must be corrected, before a true foundation can be laid and the character required, be built up. Your committee have guarded this matter with jealous care, and think that they have a corps of teachers in these schools of little ones, adapted to their character and wants, and who with fidelity and cheerful devotion are discharging their whole duty with good success. Were it practicable to grade our Primary Schools, as is done in some other towns, the standard of entrance into the Intermediate would be raised and the full Primaries improved. We hope at some future day, when a higher appreciation of the blessings of a sound education shall pervade our community, to reach that desirable point.

School Committee.—B. R. ALLEN, W. B. BROWN, J. H. ROBINSON, ANDREW LACKEY, NATHAN P. SANBORN, STEPHEN HATHAWAY, Jr., WM. GILLEY, Jr., BENJ. P. WARE.

METHUEN.

We know we shall encounter opposition, but we consider it our duty to express our opinion that the hiring and selection of teachers should be left to the committee of the town, rather than to the prudential committee of each district. As far as we are concerned we do not seek for ourselves the power, nor do we envy the prudential committee the privilege of the selec-

tion. But it seems hard that the responsibility for the success of the schools of the town should rest upon our shoulders, while our hands are, in a great measure, tied. We know that the great bugbear of "consolidation," and all that loose talk about the "want of democracy" in the proposed change, will be brought to bear against us. Consolidation! Is there any more consolidation in this than in the management of other town affairs? Do we call it consolidation when we intrust to our board of selectmen a general superintendence over the affairs of the town? In making a contract as to any other subject matter, do we have one man to engage the contractor, and another to decide whether he is qualified to perform the contract? And is there any great "want of democracy" shown in proposing that the town, which by its taxes pays for the support of its schools, should direct in what manner its money should be expended? If each district supported its own school by a district tax for that purpose, then there would seem to be more propriety in the complaint. That, as we know, would be practically impossible. But the interests of the districts and of the town are not antagonistic in this matter. Both aim at the same result, viz.: to secure for the several schools the best teachers that can possibly be obtained. And our only inquiry should be, which system is best calculated to further this end. Now, the school committee are, or ought to be, selected with reference to their capacity to judge of the qualifications of teachers. They have the whole power to examine teachers, and no one can legally be a teacher in any Public School, until he has received from them a written certificate of his qualification. But are the prudential committees selected with reference to any such end? If so, why should they not have the power of deciding upon the fitness of the teacher whom they have engaged? why should the general committee have any veto upon their action at all? But is it not a fact that this office, especially in the smaller districts, "goes a-begging," and is accepted as an unwelcome burden. How very few prudential committees go even so far as to visit the school during their term of office, and even among the most zealous, how few have that personal acquaintance with teachers that is necessary to secure the best selection. As a consequence, some relative or friend is chosen, too often without much reference to his fitness for the post, and presented to the committee for examination. Now, in reference to a teacher thus selected, the school committee have but little power. They can examine as to the teacher's scholastic attainments, and also as to his moral character, and if satisfied that he is so far up to the standard in these respects as to be able to teach the school, they must, however unwillingly, give him a certificate. Now any one can see that in this way poor teachers will be very apt to get employment.

School Committee. — SAMUEL G. SARGENT, EDWIN DAVIS, J. BROWN LORD.

NEWBURY.

In a town so small and sparsely populated as Newbury, it cannot be reasonably expected that we should give to our children the opportunity of an extended course of school education; yet we proffer to all within our limits the opportunity of becoming *cultivated* men and women in its highest and truest sense. Teach a boy to read well, to spell well, and to write well — train him to habits of patient and careful study — impress upon his mind the value of intellectual culture — make him to know that true education ends only with life — and to feel the obligation that God places upon us to improve every talent that He has given us; and then, although compelled to leave school, no farther advanced in other studies than some of our boys at ten years of age, he may, without interference with the regular labors of life, if he will but avail himself of the opportunities within reach, though at the expense of personal ease and comfort, before reaching mature life, become an elevated, cultured and refined man, fitted to move in any society, and to fill any station that his fellows may confer upon him. “Seest thou a man diligent in business, he shall stand before kings, and not before mean men.”

School Committee. — BENJAMIN PEARSON, WILLIAM LITTLE.

NEWBURYPORT.

The Primary Schools.—These form the base of our educational system. They impart the rudiments of the teaching of the Common School. The first steps are always the most important. In these schools these are taken in the road that leads to knowledge. Too great care cannot be bestowed in training the pupils in them to accuracy, and forming their habits to industry. If negligence, disorderly habits, false pronunciation, or indistinct articulation be tolerated here, the bad consequences will chase the pupil like a malignant spirit, through the whole course of education. This board cannot too strongly inculcate upon those having the charge of these schools the importance of thoroughly teaching the alphabet. This certainly is not done, indeed it is hardly begun, when only the names of letters are committed to memory. The powers of these and their equivalent sounds ought to form a daily drill in every Primary School. In this way the popular evil of a thick, slovenly, indistinct articulation may be remedied here at the beginning of the course, instead of constituting, as now it does, one of the most onerous of the labors in the schools of a higher grade. This board is thoroughly persuaded that at no point of our school system is there so great need of improvement as here; and it is confident that the whole course of studies will be greatly elevated when this work is accomplished where it should be.

Moral Education.—Moral education establishes correct principles between man and man, and man and his Maker. Too much attention cannot be given to the morals of the youth in our schools. That child is not half educated who is educated but intellectually. The higher moral faculties need equal if not superior attention, and if they are neglected, that individual cannot be qualified for the great duties of life. The influence of our schools, the influence of our homes, should be such as to cultivate in the young, over and above their intellectual discipline, all those virtues which adorn and embellish every walk in life; all those habits of diligence and punctuality, of undeviating truth and incorruptible honesty, which are indispensable in any station, high or low, in society.

Nothing is lost from liberality in the support of education. If we will not be at the cost of having intelligent, well-trained, moral children and youth around us, we shall certainly be taxed heavily for the support of ignorance, vice and crime. We are happy to say, without designing anything like adulation, that the citizens of Newburyport are liberal in all necessary outlays for the support of public instruction; and we risk nothing in repeating what has been said before, "that no expenditure of money will be more certain to bring a sure return than that expended for the culture of the young."

The parents have shown the past year their usual interest in our schools. The schools have been visited by them and others—examinations have been well attended—yet we regret that there is not a more general interest on the part of parents in this matter: it is highly important that they visit the schools, not merely at examinations, but at other times. The teachers and scholars should daily feel that the eyes of all are upon them, and that they may be visited at any time by some parent, guardian, brother or sister. Frequent visits would be beneficial to the teachers, scholars, and to the parents themselves. Teachers would be stimulated to increased efforts, scholars would be more careful in their deportment and more ambitious to excel, and parents would have an increased interest in the success of schools.

School Committee.—NATHAN A. MOULTON, WILLIAM E. CURRIER, MOODY D. COOK, ISAAC A. BRAY, GEORGE W. HALE, DAVID J. ADAMS, WARREN CURRIER, WILLIAM THURSTON, JACOB STEVENS, JAMES N. SYKES, JOSEPH V. JACKMAN, HARRISON G. JOHNSON.

SAUGUS.

By a careful examination the following facts have been obtained in regard to the continuance of pupils in our schools after reaching twelve years of age. As a general rule they continue in the schools up to that age, when we think that nearly one-half are withdrawn. Then on reaching

fourteen years there is another exodus ; and after fifteen years is reached very few continue regularly. The table shows a very good number above fifteen years, but it must be borne in mind that many of these attended only for one term.

These facts speak for themselves, and it would seem almost unnecessary to make further remarks upon this point were it not that the interests of our community rest so much upon it.

We say again, why remove your children so early from our schools ? Why deny to them the privilege of further education that our schools afford ? The reply is, we need the money our children can earn, and we think they have continued long enough in school, quite as long as *we* ever did. We would not pass this reply by with disrespect and derision ; we feel its force, and deeply sympathize with the respondent. And in that spirit we add the following, which may commend itself to your own experience. If you need the services of your child when he is thirteen years of age, you will need his services when he is fourteen ; also as much when he is sixteen, and when he is twenty. Here, then, is a period of time when the last year is as important as the first, and should be as much taken into the account. For the improvement of this period of time the experienced wisdom in every department will teach us. The husbandman has his portion of land ; he asks not, how much can I get off of this land the first year ? But he asks, how may I improve my land so that my crops shall yield me the largest amount during the longest period of time ? Or, again, when he sows his seed, he knows the time when it will spring up, and when it will return to him a hundred fold ; and he patiently waits. From some seeds he expects a speedy harvest ; from others, years enter into the calculation. Generally, those which are the more remote are the more valuable.

So this same principle may be applied, in an eminent degree, to the obtaining of an education for our children. Let not the early forced fruits of your child only serve to stunt its after-growth, and render the soil of the mind torpid, sterile and unproductive.

Do not remove him from school when scarcely the first principle has found a deep root, and when his spirit has scarcely felt the first thrill of opening manhood. Do not chill his nature and quench those hopes which would return not only a harvest to him, but a double one to your own selves.

Let us seek a deeper appreciation of these benefits ; let us determine in our own minds that, if possible, our children shall be prepared to occupy a higher level than we ; and that we will make them our harvest fields.

For the Committee.—WILBUR F. NEWHALL, *Chairman.*

SOUTH DANVERS.

The attention of those, who have in charge the department of public instruction, has been much called, of late, to the growing evil of truancy. In theory, every child in the Commonwealth enjoys the benefit of education, at the public expense. But this is far from being the case, in practice; and the exceptions, unfortunately, lie among those, who are in especial need of well ordered school influence, to preserve them from degradation and a career of infamy. The evil of truancy is most apparent in the great centres of population, but no community seems to be entirely free from its baleful effects. We have no very accurate data by which to judge of its extent among ourselves, but numerous complaints, made to us from time to time, warn us that it ought no longer to be neglected. The legislature, having first empowered towns to pass by-laws on this subject, has finally made it their duty to do so. In pursuance of this obligation, certain by-laws were adopted by the town, at its last annual meeting, and, having been approved by the superior court, will now go into effect.

A copy of these by-laws will be found in an appendix to this report. They will impose upon the truant officers, who are to execute them, duties of great delicacy, which will call for the exercise by them of a wise discretion. Perhaps a few words, by way of suggestion, on this topic, may not be out of place. The first object should be to watch the beginnings of error, and to endeavor to lead back the straying to the path of duty. The kind word, and the gentle admonition, may find their way to the hearts of those, who would seem, at first, to be hardened quite beyond their reach. The parents of the truant should be sought out, and, if found to exercise any government over their children, should be appealed to, to lend their aid. Only when all other measures fail, should those provisions of the law be resorted to, which carry with them disgrace to the juvenile offender. If placed in confinement, some provision should be made, if possible, for their regular attendance at school.

Committee.—THOMAS M. STIMPSON, FITCH POOLE, AMOS MERRILL, ALFRED MCKENZIE, C. EDWIN BARROWS.

SWAMPSCOTT.

Permanent Instruction.—We are beginning to reap its benefits in this and other departments of the schools. The present teacher has had charge of this school for four and one-half years. What would have been the result if we had changed every year? There are minds in that school-room that have been maturing under the shapings and mouldings of one skilful hand for a series of years. The teacher is a mental artist, and the pupil's mind is like a rude block of marble; would it have been possible for these minds to have arrived at the enviable position they have attained,

if each successive year the school had been placed under a different administration? No more than we can expect symmetry and beauty from the rough stone that has been hammered by a score of different hands.

Increase of Salaries.—The salaries of our teachers appear on the schedule, and it will be seen that they are receiving less than they were in former years, whereas it costs them about forty per cent. more to live than it did in 1860 and 1861. In the necessities of life there has been an advance of from twenty to three hundred per cent. In almost every department of labor there has been a corresponding change made in the pay of its operatives, so as to meet the exigency. Salesmen, clerks, employees in banks, mechanics and laborers of every kind have advanced wages. The nature of the teacher's business is such, that, if anxious about pecuniary matters, he is unable to render that service to his pupils that he would otherwise, being relieved of such embarrassment. And this is true of all professional men; in order for them to accomplish the most for man and society, they should be freed from any monetary embarrassment. This consideration should weigh in the minds of thoughtful men, as they think of this subject in connection with our schools. Most certainly it will be admitted by every one that the salaries of the female teachers are very small, at present rates of living. Let us enumerate some of the expenses necessary to the absolute life of such a teacher. I will refer to a copy of an actual list of such expenses, and then we will see how much the teacher will have left at the close of the year:—

Board, forty-five weeks, at \$2.75 per week,	. . \$123 75
Washing, at 50 cts. per dozen, . . . .	. . 13 00
Fire and lights, . . . . .	. . 8 00
Clothing, . . . . .	. . 55 00
Boots, shoes and rubbers, . . . . .	. . 13 00
Bonnets, . . . . .	. . 13 00
Pew rent, . . . . .	. . 3 00
Books, lectures, stationery, &c., . . . .	. . 5 00
Travelling expenses, . . . . .	. . 10 00
Incidentals, . . . . .	. . 6, 25
	<hr/>
	\$250 00

Who can say, in reviewing this quoted estimate, that it is extravagant?

Some men may argue that if the teacher's salary is equal to the present current expenses of life, this is all sufficient. In such a view as that, no allowance is made for sickness or any extra expense. "But in the sad condition of our country, must not teachers bear their share of the burden, for the sake of freedom and the Union?" says one. Most certainly; and

that is the reason their salaries should be increased, so that they may give something for the glorious cause. It is better for them to have a competent salary, that they may give as other people give. The committee are unanimous in the recommendation to the town to so appropriate to our department that we may give the teachers those salaries that shall fully equal what they received before this thirty or forty per cent. advance in all the needful things of life.

Education in its connection with the Freedom of the State.—The great reformer, Luther, said to his followers, and his age, — “Send your children to school, and if they have to beg for a living, you have nevertheless given to God a noble piece of timber, out of which he will carve something.” As among the Cretans, we are to educate our children in those things that will render them useful citizens, and by which they will be adapted to the “genius of the government.” A thought here as to this adaptation. No school hereafter can do justice to the training of our youth which does not cultivate a pride in the strength of our national arms, and an emulation to be prepared to do a manly part when duty calls to the defence of our country and her free institutions. From present appearances, we are to be a military people,—not like the Roman people, without any moral element,—not without “spiritual forces,” that form a “national conscience,”—but with a controlling element of morality, piety and education. We may engage in future wars, but we shall enter upon them with Christian enthusiasm and Christian rectitude. And in our churches and our Common Schools we have the educators of our future soldiery.

School Committee.—J. B. CLARK, WILLIAM B. CHASE, DANIEL W. FULLER.

WEST NEWBURY.

Need of a High School.—It is said that our system of education is too limited. If we would see the children and youth of the town fairly educated to comprehend their position—if we would see them prepared to meet the grave responsibilities which come with mature life, we must advance a step in the inducements for study. Nothing would be more stimulating to the schools of a lower grade, than to have a central High School, to which pupils should be admitted on examination. The expense is the objection. But we are rapidly coming to that point, if we have not already attained it, when we shall be obliged by law to establish a High School. Should we not be more likely to secure a good school by entering upon the work voluntarily, than to wait till compelled by legal process?

The first question ought to be, do we need the school? Do we need a higher standard of education? Can a generous ambition be awakened among our youth to secure a larger mental growth. The numbers of

young men and boys who frequent the street corners, the shops and the stores of an evening, suggest a painful lack of home attractions and of mental resources. Then again, quite a number under the age of fifteen are kept out of school for the sake of their labor. This is done contrary to law, and perhaps the committee are remiss in their duty in not compelling the parents to send their children to school the lawful time. The overcrowded school-room is a convenient excuse for this delinquency of parents. But those children who are kept out are not usually distinguished for a love of study, and are not likely to repair early lack of education by subsequent diligence. The cruelty is thus enhanced,—in keeping them out of the Common School, they are deprived of every opportunity. By this course parents repeat the old fable. The bird is killed to get her golden eggs more rapidly.

We must accept facts as they are. If we would see the youth of West Newbury educated to stand upon an equality with the youth of other places, we must advance a step in the opportunities held out before them to secure a good education.

Secretary.—CHARLES D. HERBERT.

MIDDLESEX COUNTY.

ASHBY.

In several of the summer schools, we proposed to the pupils to collect specimens of the rocks they met with, and at a subsequent visit we would give their names, constituents, uses, &c. We were equally gratified and surprised to find, in each of these schools, neatly arranged samples of quartz, mica, felspar, slate, marble, flint, garnet, gneiss, trap, stalactite, steatite, pyrites, pebbles, &c., brought from mountain, valley and shore. And greatly were they interested as we explained *their* specimens and arranged *their* cabinet. Of course, these things are not to take the place of regular lessons, but as a relaxation from them, or as a reward for patient application. Suppose, for example, the teacher, upon a sultry day, when the distribution of water suspends study, should devote five minutes to questions about this element; as a fluid, a solid, and gaseous; as transparent, translucent, and opaque; as a constituent of organic, inorganic,

living and dead substances ; when the time was up, she would find every one wide awake, infused with new energy.

Discipline.—This does not mean order simply, for a school may appear orderly without discipline ; the word includes both government and instruction on the part of the teacher, and a conformity to physical, moral and mental laws on the part of the child. All laws, human and Divine, are disciplinary. Freedom from all restraining influences, constitutes the savage life. The object of the educator is two-fold ; first, to bring right influences to bear on the mind of the child ; and secondly, to develop in the pupil's mind a disposition to think and act right. It matters not how much knowledge the instructor displays in his explanations ; he may "speak with the tongue of men and angels, possess the gift of prophecy, and understand all mysteries," and yet if he lack wisdom to call forth vigorous action in the mind of the scholar, all his knowledge and eloquence profiteth nothing. The fountain of knowledge must not only be opened, but the learner must thirst for it ; there may be bread enough and to spare, but the child must hunger for it. And the best evidence of the teacher's success appears not in the great labors he has put forth, but in the earnest efforts which his pupils exhibit. And the best ordered school is not where there is a continual struggle to maintain supremacy, or an ostentatious display of power ; but where self-respect produces self-government. Law that depends wholly on the presence of the law-giver, and exerts no influence but the consciousness of an unwilling bondage, is in no sense discipline. And instruction, so imparted as to save the pupil all mental labor, is not mental discipline.

Physical Discipline.—This has relation to the child as a thing of flesh and blood, and aims to produce conformity with its physical or organic laws ; and the teacher who ignores this part of her work is deficient in a qualification which no other knowledge will supply.

The development of the body, then, should be consentaneous with that of the mind, and whatever affects the body unfavorably should be obviated. Attention should be given to the air of the school-room, its temperature, and its purity, which should not be left to the whim of the pupil, but regulated by the careful inspection of the teacher. Many a scholar has been reprimanded for idleness or stupidity when the cause was in the absence of the vitalizing oxygen, or the presence of narcotizing carbon. Those who are bloodless or ill-clad should be allowed special privileges.

Another matter, often overlooked, is position. Scholars are allowed to assume all manner of awkward figures ; some with legs drawn up on the seats, *a la Turk* ; others swinging like a pendulum ; many with knees elevated to the chest and pressing against their desks ; others with forehead on the desk and book beneath ; some imitating the corkscrew movement ; others prone on the seat, going through the swimming manual ; and

when called out to recite, hardly one stands in a graceful or natural position. And a still worse habit is allowed when the pupils sit during this exercise. No one, either teacher or scholar, unless an invalid, should sit when reciting. Now every educator ought to know that the indulgence of these constrained, unnatural positions will produce, in the yielding bones and cartilages of children, permanent distortions; and facts prove that a large proportion of the spinal curvatures, protruding and angular shoulders, contracted chests, hepatized lungs, to say nothing of ungraceful habits, are contracted in the school-room; while many teachers, instead of overcoming these tendencies, really aggravate them, by requiring classes to stand with folded arms, when reciting, and to continue this position until dismissed. Thus, with the scapula thrown outward, the shoulders lapping over the yielding clavicle, the weight and pressure of the arm compressing the flexible ribs and sternum, the little ones are expected to remain, like trussed turkeys, for half an hour, more or less, according to the pleasure of the teacher. When this practice has been objected to, we are told "that it is the only way to keep them out of mischief." The true teacher will never lack for expedients to keep children interested without putting them in stocks. The position at the desk should be upright; no inclination of the neck, shoulders thrown back, chest distended, arms resting easily upon the sides, the book placed—not held—at such an angle and focus as will best accommodate the eye. And here is called into requisition the science of optics. Some have long and some short vision, while perhaps half the school are forming habits, by lazily bending the head to the book, which will injure the sight for a lifetime. In the class the position should resemble that of a platoon of soldiers drawn up for inspection; head up, eyes right, arms straight, toes out; after the lesson, the comparison may be completed by the command, forward, march! executing some sprightly evolution which shall quicken their pulses while it gives them a lesson of obedience. These positions should not be continued unchanged, until use has made them easy and habitual.

Mental Discipline.—In this, which is supposed by many to be the only legitimate instruction required, some of our educators were prepared by an acquaintance with mental philosophy, to understand the laws of mental growth and the attributes of child-nature. But others had no adequate conception of the beings placed under their charge. Forgetting the childhood *they* had just emerged from, they proceeded on the assumption that children were reasoning and reflecting beings, capable of comparing, analyzing and generalizing; consequently they labored in vain. Their pupils were burdened with unmeaning words, arbitrary rules, and complex principles; but entirely undisciplined,—if we except the memory,—which, like a farmer's attic, is the receptacle of much that is useless and little that is available.

The greater part of the knowledge obtained under ten years of age comes through the senses and by actual contact with material things, or as an eminent Austrian teacher has expressed it: "Instruction must begin with actual inspection, not with verbal description, of things. What is actually seen remains faster in the memory than description a hundred times repeated." The beginning of knowledge is experience, based on observation, developed by the culture of the perceptive powers, and fixed by habits of attention. The teacher should deal with the realities of life, not with abstractions. First, the thing, then the sign representing it. To illustrate: suppose we speak the word orange to a child who had never seen that fruit. The sound conveys no idea, nor do the letters spelling it; but present him with an orange and he will have no difficulty in comprehending the sign and sound represented by the letters o-r-a-n-g-e, or word orange. Hence we affirm that lessons conned and recited from the book alone do not lead to accurate observation, which is the basis of all true knowledge; and this elementary, primary instruction in the first principles of knowledge is what our children need, as a sure foundation on which to build a superstructure which will stand the ordeal of reality.

Moral Discipline.—It is this that determines the character of the school. The learning of the educator is of but little consequence, if she cannot inspire reverence and esteem, and impart an elevating, ennobling example. It is breath spent in vain for us to endeavor to impress on the children the superiority of their governess, and the inviolability of her rules, when the intuition of childhood has already discerned that there is no power in the teacher, which they are bound to respect.

What, then, is this power? It is not an imposing personal appearance; it is not the effect of a mild, gentle, amiable disposition. We had teachers the past year *so amiable*, that they would smile—and smile—and be *insulted!* It is beautiful in *theory* to talk of those plastic natures which yield like wax to the impress of soft persuasion. But every judicious parent knows, and every consistent teacher learns, that "foolishness is *bound up in the heart* of the child, and needs (sometimes) the rod of correction to drive it far from him."

Moral government in the school is what it is in all human and Divine government, the application of *law* to the mind and conscience. Law is that "rational thing by which a free agent is bound to regulate his actions." The idea of rightful authority and unquestioning obedience has not been enforced in our school discipline; and Young America needs to understand the meaning of that almost obsolete imperative *obey*. The very idea of law, presupposes penalties, and power to execute them. On these premises we affirm that the government of a school should not be left to contingencies, but regulated by clearly defined laws; they should be few and simple, but fixed and inviolate, and every infringement punished; not waiting

until repetition has made the offence common; not deferring it until after the school is dismissed; but make the offence blameworthy before them all, and its punishment a terror to all evil doers.

Nor is this all the educator is bound to accomplish; she should inculcate good manners, truthfulness, and purity; profanity should never go unrebuked; vulgarity should be held up to scorn; virtue should not be taught in the abstract, but exemplified in the daily life of the teacher; if she speaks the name of God irreverently, they will take it in vain; if she promises and does not perform, they will learn to deceive; if she is hasty or passionate, they will mirror her disposition in their own. Yet how few labor with their pupils as moral and accountable beings. Hardly an hour passes, or a lesson is recited, in which the teacher who loves her work may not impress some moral or religious instruction. Who then, but the wise and good, should wield this influence?

Appropriations.—In these times that try men's pockets as well as their souls; when public and private benevolence are heavily drawn upon; when taxes are constantly augmenting, and tax-payers are diminishing, we fear some will advocate economy, by reducing the school appropriations; but do the exigencies of the times require it? is not money plenty? when have the products of the farm and the forest brought better prices? Again, is it ever economy to starve the mind? to dwarf the intellect? You may give your children plainer and cheaper food without detriment; you may let them wear patched jackets and boots, without moral injury; but you cannot deprive them of a single month's schooling, without robbing them of time you cannot return, of opportunities you cannot replace, of knowledge which is better than fine gold.

"There is that scattereth, and yet increaseth; there is that which withholdeth more than is meet, but it tendeth to poverty." In proportion as we withhold the means of a good Common School education, just so far we unfit them for good citizenship and successful business; just so far we fit them to be the dupes of designing men and the followers of noisy demagogues, who, with lawless violence desolated New York with robbery, arson, and murder—men blinded by ignorance, and influenced only by brutal passion. Such is the great majority of those who swell the rank and file of the Southern army, who are blindly battling for—they know not what; of whom we may say, "Father forgive them, for they know not what they do." If then we would have responsible citizens; loyal and obedient subjects of constitutional law; truthful and honest men of business; enlightened and refined society; moral and upright souls, to fill our places, and honor our memories; let us "devise liberal things, and by liberal things we shall stand."

School Committee.—JOHN S. ANDREWS, DENNIS FAY.

BRIGHTON.

Hours of School Sessions.—Last year the committee yielded to a petition from a very large number of the parents and guardians of the scholars in the High School, and changed the then existing arrangement to one session a day, commencing at 9, A. M. and continuing till 2, P. M. It was urged that many had so great a distance to walk, and the roads were often in such a wet and muddy condition, as to render the going and returning from two sessions, not only wearisome and uncomfortable, but likewise, especially in the case of the misses, an exposure detrimental to health. After this change had been made in the High School, it was urged that the same reasons existed for its adoption in the Grammar Schools; and with the almost unanimous consent of the parents, it was adopted in the Harvard Grammar School at about the beginning of the fall term. The progress of the scholars in their studies since the one session has been inaugurated, has equalled, in some points exceeded, their progress under the old arrangement; and several considerations might be urged for its continuance. But it is not without objections. It does not meet the wants and wishes of all. And it may well be questioned whether any arrangement will just suit every case that may arise. After mature deliberation, the committee have voted that there shall be two sessions each day in all the schools, except the High School.

School Committee.—RALPH H. BOYLES, CHARLES NOYES, J. P. C. WINSHIP.

CAMBRIDGE.

Whatever may be the general opinion, now or hereafter, as to the judiciousness of the plan of study laid down in the High School course, it can no longer be said that it is made subordinate to the college course. It embraces no more than, in the opinion of the committee, it is desirable for all children to study whose worldly circumstances permit them to remain at school the necessary time. Some will object to Latin and French, some will object to the physical sciences. Some will say that girls need to be "prepared for domestic life," and some that boys should be "prepared for business." Fortunately, the greater part of our people are capable of understanding that a high cultivation of the mind and taste, and a moderate acquaintance with science, history, and the two most useful foreign languages, *do* eminently fit men and women to perform their part in life, "justly, skilfully, and magnanimously," and with more pleasure and advantage to themselves and to the world. But while almost all admit the general proposition, not a few will seek to neutralize all its potency by objecting to the *parts* of a liberal scheme of education. This or that study, it is said, has no special relation to a young person's proposed career.

Opinions, indeed, are various as to the comparative advantages to be derived from the study of languages, for instance, or of the physical sciences. But it is clear, that neither the children who are the subjects of education, nor for the most part their parents, are competent to adjudge such questions.

Considerable trouble is occasioned to the High School committee and teachers by frequent applications for an excuse from some part of the prescribed course. When such applications have been grounded on health so feeble or delicate as to require indulgence, a remission has been granted, though not without a physician's certificate to the necessity. But such reasons as a want of taste for a particular branch, or its inutility in that line of life which a pupil expects to follow, can never be admitted; because nothing is put into the course which requires a peculiar taste, and because the preparation for life at which we aim is a general and not a special one. It has been the wish of the school committee to devise a scheme of study for the High School which shall be truly liberal, without very much transcending the wants that are felt by the people, and one which shall be rational both in the choice and the order of the studies. The working of the plan will undoubtedly suggest alterations. To derive much benefit from the High School course, the pupils should remain three years. No plan can be contrived by which those who want only one or two years of higher education can study those branches which would be most useful to them; unless we sacrifice those who seek a more thorough training. The course of the fourth year will especially answer the wants of those who intend to become teachers, though not devised for them alone.

Besides reducing the number of grades in the inferior schools, the committee have introduced a uniform classification, dividing all the Grammar Schools into six classes, and the Primary into four besides the Alphabet Class. For each class in both schools they have prescribed a definite course of study, so that henceforth the degree of advancement of the children in any class will be nearly the same at the same time in all the schools.

The discipline of our schools is on the whole satisfactory, and it is on the whole maintained by wise and gentle means. This is a matter in which precise positive regulations cannot be laid down for the teachers. Certain things may be prohibited, certain things may be put in the class of rare and exceptional expedients. Corporal punishment is of the latter kind—some would say of the other. By a new regulation, our teachers are required, when they think it necessary to resort to this means of control, "to make and preserve a statement in writing of the nature of the offence and the severity of the punishment," and this statement is subject to the inspection of the sub-committee of the school. This measure was adopted quite as much for the protection of the teachers as for that of the scholars. Vague and extravagant complaints have been sometimes made by parents, which

it is for the interest of the teachers to be able to refute by a definite sort of evidence. Many parents who are not accustomed to govern their children at all, cry out against a slight whipping as an outrage; others make no resistance, and are content with calling corporal punishment barbarous. To speak frankly upon this subject is hardly safe. It is granted that whipping is altogether wrong as a discipline for girls, and should be resorted to with boys only as a last resource. To go further is to fall into sentimentalism and folly. How shall a frequent and stubborn offender be managed? We suppose persuasion to have been exhausted, we suppose him hardened to shame. Some say, send him to his parents for discipline. That is frequently of no avail. Shall we then expel him from the school? But perhaps he is indifferent to the school, or would be glad to be free from it. At any rate *schooling* is exactly what he most needs, and, unless he is corrupting other pupils, he should not hastily be consigned to hopeless ignorance and bad ways. Many speak as severely against the punishment of "keeping after school" as of whipping itself; and certainly it is sheer injustice to require a teacher to give up his time for this purpose; and bad policy besides, since the regular duties are exhausting enough, and some refreshment must be had. Considering all this, who will say that a kind of punishment which is the only effectual one in some cases, should be absolutely forbidden? Let the punishment be private, let it be so moderate that the pain shall soon be over, let it never be inflicted in anger, and, as a matter of course let it be avoided when avoided it can be. That is as far as with our present light we are prepared to go.

School Committee.—GEO. C. RICHARDSON, FRANCIS J. CHILD, U. TRACY HOWE, W. W. WELLINGTON, CHARLES A. SKINNER, HIRAM K. PERVEAR, JOHN B. TAYLOR, H. O. HOUGHTON, SUMNER R. MASON, WILLIAM CARRUTHERS, J. A. SAWYER.

CHARLESTOWN.

One great trouble with our Grammar Schools grows out of the idea that the work to be done in them is to prepare scholars for the High School, instead of thorough and complete instruction in the important studies assigned to them. Parents and teachers, we fear, have come to think that this is the only object of the Grammar Schools, and the test of the merits of our Grammar School teachers is in the number of their scholars admitted to the High School at the annual examination of candidates. And this is the reason why all the pupils in our Grammar Schools aim at admission to the High School, even though they have no intention of remaining, and have made up their minds to engage in some trade or business within a few months of their admission. We think the importance of the studies pursued in the Grammar Schools can hardly be overstated, and their value is intrinsic. It is not to fit scholars for the High School, that our Grammar

Schools are maintained, but to give our children an opportunity to become thoroughly acquainted with those important studies which will be absolutely essential in the management of practical affairs, and which form the basis of all true education. Latterly, too, it has been observed that very little attention is given to penmanship, a most important art, the study of which it will not do to neglect or slight in our schools. The subject of penmanship is now in the hands of a committee of the board, who are to report some plan for its more uniform and complete instruction. Authority also has been given to employ a teacher of penmanship, a few hours in each week, in the High School.

We are still of opinion that the interest of the schools would be promoted if the city council would pass an ordinance establishing the office of superintendent of schools; and we believe a proper person could be found to fill the office. An educated man, a practical teacher, with some business knowledge, set about the work of scrutinizing and improving our schools, would find enough to occupy his attention, and tax his skill; and if faithful in his examinations and advice, there can be no doubt the work of educating our children would be more thoroughly done than it is now. He could wake up a new interest among the teachers, and by comparisons of one school with another, keep alive and active the feeling of responsibility which is so essential in dealing with children. With such an officer, the labor of the school committee would not, perhaps, be much lightened, but their work would be systematized, and their services made much more valuable. We really hope that the city council will allow the experiment to be tried, and give a favorable response to this last appeal for the establishment of the office of superintendent of schools.

For the Committee.—TIMOTHY T. SAWYER.

CONCORD.

It is with more than ordinary satisfaction that the school committee make this their annual report. They deem it a fit cause of congratulation, that amid the deep excitements of these times the interests of education have suffered no loss at our hands; that, while such new and large demands have been made upon our means, our schools have received our unflinching support.

Nothing is so full of moral sublimity, nothing so clearly shows how profoundly moral ideas have taken hold upon our people, and nothing gives such assurance of the best success as the fidelity with which every institution of education, every work of benevolence, everything which develops and maintains the highest manhood has been sustained by our people.

And no profound observer of events can fail to see that all the moral and intellectual vigor we have, or can acquire, will be needed. Great

questions of peace and war, of civilization, law and liberty, upon whose right decision depends all the future of this country, are to be settled by us and by the generation which we are now educating in our homes and schools. To elucidate these questions, men of generous instincts, quick intellects and cultivated minds, will be required. To decide them aright, we must have a people at once large-hearted and clear-sighted. In no way can any community make so valuable a contribution to the welfare of our country as by training up men and women who shall do their part to sustain a sound and righteous public sentiment. Other things may be safely postponed, but not education. Our material comfort and interests, if need be, we can sacrifice. But what tends to form sagacious and trustworthy character, that we cannot afford to slight, or even for a moment to put in the background.

The committee feel, therefore, that they have a right to congratulate the town that it has done its part to preserve the public intelligence; that it has suffered no present excitement and no immediate strain upon its resources to lead it to neglect its schools; that while it has been faithful to the demand of the hour and sent its brave men to the field and given cheerfully of its means, it has also been faithful to the future, and sought to raise up a better generation to make a nobler nation. And they feel that it is their duty to ask their fellow-citizens to proffer a yet more hearty support to this most important public interest, to extend to it by word and deed, a still more perfect sympathy, and to give to every needed improvement with a yet larger generosity.

The committee cannot refrain from bringing up afresh the subject of regularity and punctuality of attendance. They wish they could find a way of reaching the minds and influencing the conduct of all our parents and children. While with some families there is, in this respect, a praiseworthy fidelity, with other families there is an absolute indifference which is painful to contemplate. By attention to this single point of punctual attendance parents can do more than teachers to make their children good scholars. Do not say that this is a small matter. It is an important matter. Many parents do not seem to be at all aware how much a little irregularity does to neutralize the advantages of all the other days' attendance. How great is the detriment of such irregularity is often painfully manifest on our examination days. Some boy or girl fails where you would not suppose it possible, where the bright eye and mobile face do not indicate dullness. You ask the teacher why, or you turn to the school register to ascertain the reason why, and the answer is simple,—frequent and too often unnecessary absence, and perhaps added to it a habit of persistent and inexcusable tardiness. You go through the schools. You see pupils who are bright and energetic, capable of any attainment, and yet they are mated with children two, three or even more years their juniors. And all deep

and generous ambition to progress has long since died out. What is the cause? Constant irregularity and unpunctuality.

Is there no means by which we can bring home this truth in all its real importance to the hearts of negligent fathers and mothers? Whether your children are to go forth into the broad world to struggle for a livelihood, or to remain at home and on your farms to be your stay and staff, do you not wish that they should have well filled, well instructed and well disciplined minds? They never can have them while you detain them from their classes one, two or three days in each week, and so doom them to a hopeless inferiority to their peers. Besides, reflect what marks such habits are writing upon the character. Call the cause which permits them what you will, mistimed indulgence, parental weakness, it is education. It is forming the disposition and moulding the future career of your child. Such slipshod habits, such carelessness of one's daily work, such unfaithfulness to duty will be sure to react upon the character. Wherever the future lot is to be, in marts of business, in workshops, on the farm, toiling amid the perplexities of a professional career, or bearing the heavy burden of household family cares, what your boy or girl wants are habits of method and fidelity to each day's duty and work. Without them, there can be no shining success. Without them, there can be no real respectability. And yet can you expect these qualities will characterize your child in the future, when now you are permitting him, or forcing him to trample upon them all, at least so far as his school life is concerned? Do not, we repeat, think that this is a small matter. It is not small. No amount of care has been unwisely expended, which has given your child habits of method, promptness and steady fidelity. You have given him blessings that will last. You have endowed him with a heritage better than a fortune. You have made it certain, that whether he be rich or poor, he will do the work of a true man with manly faithfulness.

We come now to the actual results of our year's work, and we say, in the first place, that in respect to the matter to which we have just alluded, regular and punctual attendance, there has been during the past year a perceptible improvement; not all that we could wish, not all that we think that we have a right to demand, but some improvement, and which we hope is the harbinger of yet greater advancement. As we turn over the registers of one or another school we find in almost every case that the average stands several per cent. higher than it did last year. The list, too, of those who have not been absent or tardy for one, two or three terms grows on our hands. It is a roll of honor. It is a testimonial to fidelity and self-control of which any child may well be proud. The boy or girl who has obtained a place upon the list has received a training in punctuality and denial of self whose good fruits may last as long as life itself. But as we turn over the leaves of the registers, we regret to see the names of chil-

dren, not always by any means the children of the poor and illiterate, whose record is a silent reproach to them.

But again we have to report, that we notice this year, perhaps more strikingly than ever before, the existence of a beautiful relation between the teachers and the pupils. It is, if we mistake not, the one discovery of modern education to rely less and less upon physical force and more and more upon moral force; to reserve the element of fear as an occasional and painful, though perhaps needful visitor, while mutual love and trust are the presiding spirits in our school-rooms. It is with unfeigned satisfaction that we believe that many of our teachers are in this respect abreast with the foremost wave of modern progress. We do not believe that our schools are harsh and repulsive places to our young people. We do not believe that when our children grow up to mature life they will have any such recollections of them as many of their fathers and mothers now have of olden time and of olden education. On the contrary, we are sure that we have teachers whose gentle and winning manners and constant appeal to the better nature of the child are leaving on that nature ineffacable impressions, and for good. There is nothing which your committee have so much encouraged as this appeal to the highest motives.

It is with great pleasure, too, that we can say that, while some of the schools displayed the highest proficiency, not a single school has shown a positive and marked deficiency. Much was observed which was not according to the best methods. There were mistakes and failures, of course. But after all deductions, each district may honestly take this comfort that their children have been at least respectably taught and disciplined.

We think that our teachers are feeling more and more that demand which is being made upon all instructors for intelligent teaching. What our Normal Schools and State Institutes and Teachers' Associations have been reiterating is, teach realities, unfold the truth which is behind the printed page, communicate the facts of which all language is but the symbol. If you are teaching geography, be not content till you have shown the youngest child that the map is but the feeblest intimation of majestic realities existing in nature; until he at least dimly sees for what facts these words, continents and seas and mountains and rivers, stand. If you are teaching reading, do not suffer the child to repeat, parrot-like, great words of whose meaning he has no comprehension, but reveal to him the facts, the ideas and the sentiments of which the words are but the representatives. As from year to year we have gone through our schools we have rejoiced to believe that we could trace the ever increasing influence of this conception of the teacher's work. Never more than this year. We have teachers among us, not always Normal School graduates, though often such, who are full of Normal School ideas and spirit. We have heard recitations in almost every depart-

ment of study which testify, not only to a knowledge of many pages, but to an appreciation of many facts and truths.

School Committee.—G. REYNOLDS, F. B. SANBORN, J. B. FARMER, WM. D. BROWN, SIMON BROWN, L. W. BEAN, SAMPSON MASON, CYRUS CONANT, NATHAN BARRETT.

DRACUT.

Our teachers, during the year, have been above the average of those employed in our schools heretofore. We have had no careless, indolent or indifferent ones; but we are compelled to the opinion that the compensation of some has not been commensurate with their merit. To be generous is the best economy in some cases, and, if any one deserves liberal remuneration for services, it is the devoted teacher.

It will be seen that the average pay of female teachers, in summer, has been but little more than sixteen dollars per month, and, in winter, less than eighteen dollars, including board. In some districts, the amount paid for board is greater than the amount left in the teacher's hands. The natural inference is that the district considers what it gives the teacher in the form of food and shelter of more value than the instruction imparted to their children, thus estimating the feeding of one body above the developing of a score of minds, more or less. We must also conclude that our teachers do not teach for a living, but have some independent source of support and engage in that employment for diversion.

Prudential Committee.—The practice of employing a relative or a particular friend to teach is, we fear, becoming a growing evil. Some of our prudential agents are elected to that office with the agreement to hire some particular one, independent of his ability to instruct. Persons wholly unfit to take charge of a school are in this way employed, and the school committee are expected and required to approve them, especially if the applicants' book knowledge is satisfactory. This practice is a strong and unanswerable argument against the district system, and will undoubtedly, sooner or later, procure its entire abolition. Some prudential agents have claimed that their favorite teacher has a right to keep the school, whether she obtains a certificate from the school committee or not, provided a majority in the district want her.

School Committee.—L. F. JONES, GEORGE TAYLOR, J. C. KIMBALL.

GROTON.

A good school must be under good government. There is as much difference in teachers as to capacity in discipline as in any respect whatsoever. Many teachers, who have scientific knowledge enough, and ability enough to impart what they know to willing pupils, fail of success in their occupa-

tion, because they cannot maintain that quiet control over their pupils which others appear to secure almost without an effort. Scholars should somehow or other be made obedient. They must have a hearty respect for their teacher. Hence the teacher must be worthy of respect. Hence that respect should not be lessened by injudicious influence outside the school-room. The teacher needs to be wise in discipline. Children cannot be governed adequately by their own judgment and will. The practice of putting any matters to vote in the school-room should be cautiously managed. This practice is not adequate government. The pupil should both love and fear the teacher. In his best moods, he should love the teacher so much as to feel the fullest disposition to confide in his methods and aims ; in his worst moods, he should fear him so much as to discourage him from wrong-doing. The wisest teacher exerts control with least parade of the means. It is a sign of weakness to resort much to corporeal punishment. Better that, no doubt, than insubordination. Superior skill, however, is shown in government by mild methods. Violence tends to harden the character which is subjected to its sway. It is not so much the quantity as the certainty of punishment which does the needed work. A little penalty will tell mightily, if it is only sure. Even a mark for a fault, if the mark always comes, will effect a great deal. It would be well for teachers to direct their attention to uniformity instead of severity in discipline. Their rigor should be that of strictness, rather than of harshness.

There is often a want of wisdom in the kind of punishment inflicted, even when it is not corporeal. To assign tasks in study as a punishment has an influence to instil disgust for books ; whereas study should, so far as possible, be made a pleasure. To deprive a scholar of his recess, by way of punishment, no doubt generally does more harm than good.

In reading, we think, our schools have of late shown considerable improvement. There is no topic of study which is more important. It is the key to all learning. Intelligence and facility in it lie at the foundation of good scholarship. Proper elocution is of very great consequence to extended usefulness. The dictionary should be more used. The definition should be carefully apprehended. The pupil should not read a word without ascertaining its sense as soon as possible. Great care as to this point should be exerted by the teacher. We think it well for the teacher, sometimes at least, if not habitually, to read the exercise to the class aloud beforehand, and require the pupil to read it in the same way. It is well to intersperse judicious explanations and comments. Poetry is often read with a sing-song manner, which should be eradicated. The sense should be more considered than the metre. Monotony in reading prose, too, is a common fault. The sense should direct to proper emphasis, and other alteration of tone. No artificial rules are so important as to understand and feel the meaning of what is read. There should be more liveliness of

enunciation. The voice should be rendered as clear and distinct as its natural character will permit.

School Committee.—DAVID FOSDICK, Jr., E. DANA BANCROFT, ABRAHAM ANDREWS, J. Q. A. MCCOLLESTER, LUCIUS E. SMITH, WILLARD TORREY.

LEXINGTON.

The High School.—There is no need to praise this school. The people have so fully shown their interest and approval by attendance at its examinations, as well as in other and more substantial ways, that we may consider it already as much admired as we could wish. The school has not been resting on its laurels; but, in various ways, the accomplished principal has labored to add to its apparatus and methods of exciting the praiseworthy ambition of its pupils, and an eager love of learning. At the end of the spring term, when no formal examination has been customary, a set of written questions was prepared by the committee, and given to the school in such a way as to subject all to an equal and searching test of their thoroughness in the studies of the term. The answers were also in writing; and the papers containing them were carefully and with much labor reviewed by the committee, and marked according to the correctness, fulness, and neatness of the work; and these marks were made a part of the basis for determining the rank of the pupils. These papers were highly creditable, as a whole, to the scholarship of the pupils. During the last term, two papers or literary journals have been edited by selected pupils, and filled with original compositions by present and past members of the school.

At the end of the year, in addition to the day usually given to examination, a half-day was assigned for closing exercises by the graduating class. These exercises were listened to, by a large audience, with profound interest. Twelve pupils received diplomas, certifying to their fulfilment of the course prescribed for the school.

We call attention to what we believe to be the unprecedented rate of average attendance during the year,—very near ninety-nine per cent. in the spring term, ninety-nine and three-fifths per cent. in the fall term, and ninety-six and two-thirds per cent. in the winter. The record is equally pleasant as an evidence of the zeal and perseverance and of the general good health of the pupils.

General Review.—The committee think there is a growing sentiment of unity among the schools; causing them to think of themselves as parts of a whole, rather than as wholly independent schools; producing a mutual interest that is at once friendly and emulous, and giving them a central object of anticipation and effort in the completion of the course at the High School. This feeling, under wholesome direction, we consider very advan-

tageous. The plan of studies is intended to foster it; each school being made to think of itself as incomplete by itself, and looking to the next grade as the natural and proper aim of its special hopes and efforts. It is desirable, and intended, that the Grammar Schools shall afford a complete course in those elementary branches which are most essential for the ordinary, practical wants of life; so that those who are unable to pursue their studies farther shall not fail of that privilege of education which it is the first object of our schools to secure to all. At the same time, we wish to cultivate the ambition which presses forward to a longer and wider course of study, with the generous and wise sentiment which covets knowledge for its own sake,—the same sentiment which makes it the almost universal desire of parents in this land to give their children a good education. We have endeavored to arrange such a course for the High School as will give some room for choice, according to the tastes and future plans of the pupils; and, at the same time, lay the foundation, in a carefully learned elementary knowledge, for the continued progress of the pupils after leaving school, if their inclinations and opportunities allow them to go on with their studies. It is better to have a little well learned, than much so imperfectly mastered as to be easily and soon forgotten.

Discipline.—We have not had many occasions to think particularly of this branch of school-training during the past year. In regard to two-thirds of the schools, no complaint either of severity or laxity has reached the committee; and from the rest, only so much (with one exception) as serves well to refresh our minds as to the never-ending difficulty of doing the right thing always in this respect. This part of the work taxes the teacher's powers more severely than all the rest; and, for perfect success, requires a combination of natural and acquired faculties seldom found. It is not success, in this respect, simply to secure good order in the school-room; but to do this by the use of the best means; by moral strength producing in the pupils the right feeling in regard to it; to infuse a temper of cheerful and intelligent submission to the principles of order and propriety, not only as far as to the door of the school-room, but to the outermost limits of the school,—this is one of the rarest as well as one of the most precious triumphs of the teacher's patience, wisdom, and skill. We desire to reduce the amount of corporal punishment of all kinds to the narrowest possible limits. We uphold a teacher in resorting to this, when all better means fail; but the very need is sign of failure, in some measure, to govern well. No teacher should be satisfied to remain in that stage which necessitates the use of physical pain to keep children in order; but, so long as this is the case, should feel that there is something yet to be gained. Better by far is the wise caution which prevents the kindling of the conflagration, than the water which extinguishes it after it is raging. On the other hand, parents are bound to do their utmost to aid the teacher

in this great work, by most seriously enjoining on their children a perfect and cheerful compliance with all the laws of the school. A very little neglect on the part of parents, a very little natural but unwise prejudice for their children, and against the teacher, is enough to redouble the difficulty of the teacher's work, and often to render it wholly unsuccessful. We do not want merely to restrain the young from misconduct; but, by all wise and good influences, to train them to the love and practice of every pure and honorable habit. In this work, the most prudent, forbearing, and kind co-operation of teachers, parents, and committee, will prove no more than the end in view requires, and is worth. That the young can be won by kindness, and controlled by gentle firmness, we have abundant evidence.

School Committee.—L. J. LIVERMORE, CHARLES TIDD, JONAS GAMMELL.

LOWELL.

We cannot regard it as ill-timed or out of place, in this connection, to say a word or two upon the subject of salaries of teachers, and the general principle that should obtain in their adjustment. In the first place, everything like extravagance in this direction is to be avoided. The committee are not bound to support their teachers in luxurious living, but it is their manifest duty to afford them the means of living economically, and in a style befitting their social position. Our male teachers have generally adopted teaching as a profession, and, almost without exception, have families to maintain and educate. Now, the situation of the teacher, in one important respect, differs from that of other professional men. The clergyman, the lawyer, and the physician may, and many of them do, follow their respective callings to old age. But not so the teacher. His services are not in demand when he is old. He gives his strength and the best years of his manhood to his work, and then retires from the field, and there are no pensions provided for superannuated schoolmasters. He ought, therefore, to be so paid that, with prudent living, when the period of his retiracy arrives, he shall not be harassed with the apprehension of want. A somewhat similar line of thought suggests itself in respect to female teachers. Some of these, to be sure, contract matrimonial alliances, and are perhaps placed above anxiety for the future. But, with regard to others, the case is far different. The patient, faithful, hard-worked woman, who wears out in the service, becoming prematurely old, should be able to withdraw with some substantial fruits as the product of her useful labors.

Physical Training.—At the hazard of repeating what may have been said before, the committee cannot forbear urging, once more, the manifest importance of physical training in the education of the young. When first introduced into our schools it met, on the part of some, with

opposition and ridicule. Nor was it received by all teachers with that cordiality that so beneficent a measure deserved. It had first to encounter a hostility that every new project meets with, because it was new. Every departure from the beaten track, by a certain class of minds, is sure to be viewed with distrust and alarm. The committee are happy to believe that opposition to these physical exercises is fast receding before the light of experience. That there remains some lingering objections to the system, we are reminded by an occasional request, on the part of a parent, that his or her child may be excused from the requirement. It might, at first thought, seem a little curious, that the reasons ordinarily assigned for the exemption, constitute the strongest arguments against granting it. We do not say there are no cases where this kind of exercise is inadmissible, but we do say the exceptions are very rare. The system itself is framed in conformity with the laws of life, the laws that God himself has ordained. We are complex beings, and our corporeal or physical part as much needs training and exercising, and so to speak, educating, as our moral or intellectual part. From this fundamental truth, then, we start in seeking to establish a system that shall recognize this two-fold nature, regarding each as a legitimate subject of education. But it is said that boys, ordinarily, get exercise enough if left to themselves. Granting that it may be so as to amount, we reply that it is not of the best kind, or applied in the best manner. The system that we advocate is beautifully designed to call all the muscles into action by turns, and to strengthen and invigorate the whole body, while it admits of no injurious violence. But in regard to the girls and young misses of our schools, without some such provision as we are considering, they will lamentably fail of obtaining either the amount or the kind of exercise essential to the healthy and vigorous development of their growing bodies. We believe that the vital statistics of the country will show that thousands of the youth and beauty of the land die, annually, from ignorance or neglect of the laws of their physical natures.

The public mind is happily being awakened to the transcendent importance of this subject; and it is this spreading conviction in the community of the necessity of simultaneously educating the mind and the body, that first brought private military schools into favor, though doubtless the present disturbed condition of the country has tended to multiply their number. Who that has ever compared the boys of these military schools with those of like grade in ordinary schools, but has been struck with their more erect figures, genteel bearing, firmer tread and superior elasticity of limb? But many peace-loving men object to schools of this description, from an apprehension of their fostering a love of military life, and at best their advantages are confined to one sex. May there not, then, be found some method of uniting physical exercise with intellectual studies, not open to this or any other objection, and that may be indiscriminately applied to

both sexes? We profess to have found that very *desideratum* in our system of gymnastics, if faithfully applied and honestly and perseveringly carried out. Its success, we grant, depends entirely upon the fidelity with which it is practised. The exercises may be so languidly conducted, and with so little spirit and energy, as to amount to a piece of mere, foolish mockery, and so a lesson in reading may be so conducted as to be equally valueless. If the teacher allow his pupil to drawl out his words, and to pay no attention whatever to pauses or emphasis, it results in the acquiring or confirming a vicious habit, but not in teaching him to read. The abuse of a thing is no valid argument against its use. Our gymnastic exercises, if carried out as they should be, can hardly fail of strengthening and invigorating, not the limbs and muscles alone, but the entire organism of the body. We are happy to have seen, in several of our schools, the most gratifying evidences of fidelity in this regard. We trust to be pardoned for dwelling upon this subject so much at length. Our convictions are too profound and sincere to remain unexpressed. The system is fast gaining in public favor, for the fundamental principle upon which it is based is too apparent not to be appreciated by the intelligent educators of the young.

It is somewhat remarkable that, while in Boston, and probably in other cities, the teachers of the Grammar Schools are found even too anxious to retain their best pupils as ornaments of their schools, in Lowell the teachers seem too ambitious to transfer the largest possible number of their best scholars to the High School. We believe this to be an evil calculated to lower the standard both of the High and Grammar Schools. The committee and the community should rather judge of the comparative merits of our Grammar Schools by the proficiency of the actual members of these schools, than by the numbers that have by severe pressure been forced out of these to one of higher grade. The committee have been unwilling to adopt a too rigid rule in regard to admissions to the High School by fixing, as is done in some cities, an arbitrary standard for admission, whether the seats of the school be filled or not. The more liberal policy has been adopted of opening wider, perhaps too wide, the doors, and giving whatever privileges the school may afford to the greatest numbers. Constituted as our community is, this is perhaps the wisest policy. We are convinced, however, that many a pupil has been harmed by being allowed to enter upon the severe course of study prescribed in the High School. Too many a man, who is sensible enough to perceive that to harness a young animal to a heavy load and apply the goad and lash, would be downright cruelty and folly, does not hesitate to see the same process applied to the tender mind of his own son or daughter. We can assure parents that they gain nothing by a too early admission of their children to the High School.

For the Committee.—H. HOSFORD, JOHN H. McALVIN.

MALDEN.

Primary Schools.—I intend no disparagement to teachers of other grades of schools, when I record the fact that our Primary Schools are generally in a condition that speaks loudly in praise of the faithfulness of their teachers, and of the excellence of their methods of instruction. I indulge the belief that, of those of our teachers who are intrusted with the development and culture of the mind of the child when it is in that condition most susceptible of influence, nearly all are duly impressed with the high responsibility which attends their vocation. Let no primary teacher for a moment conclude that her position is an inferior or a subordinate one. Were we obliged to submit to the misfortune of employing second-rate teachers in any of our schools, I should say, let them by all means have charge of our High and Grammar Schools, but give to our Primary Schools the best talent within our reach:—just as a conscientious builder would take care to secure for his structure a reliable and sure foundation. Yet with all that has been accomplished by our schools of this grade, they are of course yet far short of perfection. And I would suggest to the board that no better means of improvement can be offered to our teachers, than the occasional employment of a day in visiting model schools in neighboring cities and towns.

Reading.—In no study taught in our schools do teachers meet with so little success as in the art of reading. To this general statement there are a few marked exceptions. The reading is nowhere very bad, but it is far from being of a high order. The causes of this are obvious. Too little attention is given to the subject by the teachers. Our pupils read with sufficient fluency, but there is a lack of clearness of articulation and enunciation, a lack of brilliancy and character, and a lack of that finish of style and manner of rendering the language, which at once distinguish the accomplished reader.

Our teachers need, it is evident, to have before their own minds a higher standard. Then they must bend their energies in an attempt at realization of their ideal, with a determination which nothing will satisfy but success. The same care and skill which during the past year have wrought such satisfactory results in spelling, will, I am sure, if applied to the reading, be rewarded with an equally manifest improvement.

“Tame” reading is by no means peculiar to the schools of Malden. It is much more frequently found than good reading, even in Boston. It seems to me that a general sluggishness and indifference as to this matter has come over a large class of Massachusetts teachers. It is time that more attention and study were given to the subject. The instructor should prepare himself for it by sufficient practice to enable him not only to make the corrections ordinarily suggested during the progress of the recitation, but to give himself illustrations by example, which for correctness of style and

effectiveness, may be worthy of imitation. I appeal to our present teachers for higher efforts in this direction, and I believe we should make it a *sine qua non* in the examination of applicants for future vacancies, that the candidate is an accomplished reader, and has had, or at least is likely to have, a successful experience in instructing in that important art.

Gymnastic Exercises.—Gymnastic exercises have been continued to a greater or less extent in all the schools. The enthusiasm of some of our teachers led a few of them last year to carry these exercises to a perhaps unprofitable extreme. Interest in them should not be suffered to abate, either from excessive use or from too infrequent resort to them. I am convinced that our teachers are well satisfied of the importance of proper gymnastic recreation as a healthful adjunct to school discipline and culture, and that with the experience they have already had they will introduce it at proper times and without much danger of falling into either of equally unfortunate extremes. The success which has attended such exercises in many of the best schools of the State, and the rapidly growing belief in their utility, if not in their absolute necessity, are already so manifest that I forbear to urge any other considerations in their favor.

Before closing these suggestions, I desire to extend through you a cordial invitation to our citizens, to make themselves more familiar with our system of public instruction, by occasional visits to the schools. I can assure them they will be welcome at all times, and that their presence will tend to encourage both teachers and pupils, while it may also not be without the effect of increasing their own confidence in the wholesome and thorough character of the instruction afforded.

If we have a right to derive some satisfaction from the present condition of our schools, in view of the progress they have made during the past few years, I feel that we should be untrue to ourselves and to those high interests over which the confidence of our citizens has made us custodians, if we should allow our zeal in the noble work which lies unfinished before us, to suffer any abatement.

The past, with the improvement already apparent, is indeed secure. Let us look well to the future. I sometimes fear the reputation for superiority everywhere accorded to the educational institutions of Massachusetts, is operating as a drawback to their healthful advancement. .

Superintendent of Public Schools.—GEORGE W. COPELAND.

MARLBOROUGH.

Reading in our Schools.—The reading was very poor, evincing a want of proper articulation, modulation, expression, force. This applies in a large measure to every school in town. Reading has of late sadly gone backward. It ought to be revived the coming year. More attention should

be given to the power of letters and their proper enunciation, the meaning of words, and the nature of the facts or sentiments in the lesson. In these matters, teachers should be ready to give examples (for hundreds, probably, of our scholars have never known or felt the power and beauty of correct expression in reading.) This is to be done not, as sometimes, by reading over a whole paragraph or lesson at the commencement of the exercise, nor again by one word or inflection at a time, but by corrections and examples given continually during the exercise, with explanations and inspiring remarks. All the points essential to good reading should be insisted on. No other exercise can so elevate the sentiments, improve the taste, develop the mind, and form the character of the pupil. To this end the teacher ought to study and ponder the subject of the lessons daily, so that his or her own soul shall be all in a glow with it. We are confident a great, good change may be wrought, from the fact that scholars imitate each other so habitually. How common to hear a paragraph read by the successive members of a class in exactly the same dull, monotonous, half-alive style. Now an energetic, positive, beautiful manner of reading, or of making any recitation, is no less susceptible of imitation than one that is the reverse in all these qualities. We shall watch for an improvement next year.

Authority of Teachers.—Teachers employed by the superintending committee are required to be at their post at least fifteen minutes before school time (near which time the rooms are to be unlocked for the admission of pupils,) and be the last to leave, except for special reasons, during all which time they are to labor for and enforce proper decorum in and about the building and grounds.

Some teachers and many parents think that the teacher's authority ends with the school hours. This is a positive mistake. Courts have settled this question again and again. Let us state a few principles.

1st. The teacher has full control within the school-room, and in school hours, over the members of the school, subject only to the regulations and directions of the committee.

2d. Profanity, obscenity, rudeness, or insult by pupils, in or about the premises, or anything whereby the morals or the interests of the school are injured, is properly cognizable by, and subject to the reproof and correction of the teacher.

3d. The authority of the teacher extends to anything that transpires in passing to and from the school, which may be detrimental to its welfare, such as truancy, quarrelsomeness, and indecencies.

The decisions of the supreme courts of several States (our own among others) sustain teachers in administering discipline for conduct, words, and insults offered to themselves in presence of other pupils, outside of school

premises, because such conduct has a direct and immediate tendency to subvert the teacher's authority, and beget insubordination.

4th. Pupils may be retained a reasonable time by teachers for purposes of instruction or discipline,—a practice which has been sanctioned by long usage, and by the authority and consent of school committees, and has been found exceedingly useful.

These are the principles, pertaining to the authority of the teacher, of course to be judiciously applied.

Teachers are to bear in mind, and also to rehearse to the schools the broad and high grounds upon which our school system was built by the fathers of our Commonwealth, and should strive to impress upon the minds of those whom they instruct a sacred regard to the principles of morality and religion.

The percentage of children who have gone to school at all is smaller than usual, and of these the percentage of attendance is also less than is usual. We are well aware of the scarcity of labor in the shop and on the farm, and that the advance in the compensation of labor consequent on this scarcity and on an expanded currency has necessarily withdrawn from the school-room boys and girls who would else have been pursuing their studies there, to supply, though but in an imperfect measure, the deficiency thus temporarily created. In cases not a few, however, this explanation is not applicable. The temptation of what was but lately the wages of an adult operates to starve the mind of the boy or girl, in order to fill the parent's purse. For a time the process seems to "pay" well, but a day will come that must expose the sad miscalculation. The little newsboy of the city makes more money per day than the apprentice, but are not his earnings losses? Sometimes, at the ages of sixteen, seventeen, or eighteen, these neglecters of precious opportunities, having a suspicion of their mistake, and desirous of repairing it, at least in part, apply for admittance to schools of nearly their age. They cannot be admitted. They are not merely one, two, or three, but four, five, or six years behind where they should be in their studies. Their pride revolts at association with scholars so much younger than themselves. The father—and it may be the mother also—appear on the scene to reinforce the applicant. But what can be done? The committee cannot make two and two equal five, much less seven, even though the disappointed and angry father does "pay taxes in Marlborough, and therefore his children ought to have the benefit of the schools." The perplexed committee, anxious to do what they can to reduce the number of those who are growing up in ignorance, try, but in most cases with indifferent success, to reduce the inconvenience to manageable dimensions. The child's pride and the parent's indulgence, are generally too mighty antagonists to the pupil's desire for knowledge. He or she soon leaves the school, a self-enrolled ignoramus for life. *Will it pay?*

Truancy and Non-Attendance.—In connection with this subject, it becomes our duty to speak of the alarming and increasing number of children in this town whom the influences and teachings of the school-room seldom or never reach, and for whose welfare, as well as its own, the town must soon adopt the measures provided for by the law of the State for the protection of the community in such cases. In the year 1862-3, according to the school registers of the town, the average attendance in our schools for the whole school year was only sixty-four in the hundred of the children between the ages of five and fifteen years, and twelve one-hundredths less than the average of the whole State. Only forty-three of the three hundred and thirty-three cities and towns of Massachusetts showed a lower average. Even the cities, with three exceptions, were in advance of us. For the year 1863-4 the average of this town is still lower, being a little less than sixty-one per cent. of its children between these ages. So far as the mere figures indicate, it is as though, while sixty-one children in every hundred should go to school all the time, thirty-nine in every hundred should go to school none of the time. Of course the case is not so bad as this, many scholars going to school only a part of the year, but it is bad enough at any rate. The scanty and interrupted attendance of many, and the non-attendance of many others, is preparing the way for an appalling amount of ignorance and vice in this community in a few years, if efficient measures shall not be speedily taken to check the growing evil.

School Committee.—WILLIAM C. TENNEY, DAVID B. GOODALE, SAMUEL W. M'DANIEL.

MELROSE.

School Studies.—Differences of opinion exist, even among the friends of education, as to the studies to be pursued in our Public Schools. It seems to us that the true test of a study is its tendency to sharpen and strengthen the mind, and give the pupil a higher position as an intellectual and moral being. We should guard against the dangerous conclusion that nothing is valuable which has not a close connection with the duties or comforts of life. The request to excuse a child from a certain recitation, because he will not need the information given, in the business department he intends to occupy, is saying that men in such departments should know nothing outside of their immediate and positive wants. No one would go to a gymnasium merely to exercise those muscles used in his daily employment. We think all will concede the necessity of a general development of the faculties, so that the scholar shall not only "get a living," but "live well."

What is the use of this study? has been asked more than once the past year. In reply, we can say that if botany, for instance, has no immediate

practical value, any study which calls attention to nice differences, any study which excites the powers of observation, which leads to the contemplation of the works of God, and plants an idea where one did not exist before, is as valuable, to say the least, as a knowledge of interest tables, or the position of some commercial port.

In several instances, we have insisted upon pupils learning the prescribed studies. The formation of classes requires uniform recitations, and the course of study is based upon the average ability of the class. If parents and scholars were to dictate what should be taught, and what omitted, school organization would be ended. If parents desire, pupils may remain a reasonable time in lower classes; but, if advanced, they should perform the same labor as their associates. This necessity is based, of course, upon the supposition that there is no other excuse than dislike of labor or particular studies. We may add that some of the studies are not optional with the committee, but are required by law.

Moral Education.—The statute makes it the duty of teachers to impress upon the minds of children and youth “the principles of piety and justice, and a sacred regard to truth, sobriety, industry, and frugality, chastity, moderation, and temperance.” The simple reading of Scriptures does but little to accomplish this. Dispensing with all doctrinal teaching, which is improper and illegal, our children should be trained, in each and every department of our schools, to have a proper sense of their moral obligations.

They should be required to be prompt and punctual in attendance, correct in deportment, truthful in answers, kind and forbearing toward each other. Examples of justice and injustice, benevolence and hatred, charity and selfishness, should be presented to them intelligibly for their imitation or avoidance. Acts essentially wrong should not be treated merely as violations of rules established for convenience and decorum, but the moral nature of the child should be aroused by the conviction that all actions are subject to the inspection of a higher power.

The plan of making children reporters of their own misdeeds should be carefully considered. Our opinion, founded upon even a casual observation, is, that the system is bad. Punishment is easily escaped by falsehood, and with younger pupils the tendency to such is inevitable. Unless coupled with a high sense of honor, hardly to be expected in the lower departments, teachers had better depend upon their own observation. We need scarcely add that every promise of the teacher should be sacredly kept.

School Committee.—CHARLES H. ISBURGH, GEORGE A. MANSFIELD.

NEWTON.

On the subject of irregular attendance, the committee can add nothing to the force of arguments and expostulations which they have hitherto so frequently employed. They have introduced it here, simply because of its

intimate relationship with truancy, which has been the subject of their special action during the past year. If irregular attendance, often palliated and even justified by circumstances, be an evil of no doubtful significance, truancy is something more than an evil. Both in law and in morals, it is a crime. It implies a state of demoralization in the child, which makes him an easy prey to every vice, and which, if not corrected, will, by a law as inexorable as fate, ultimately lead to his moral ruin. It also evinces a state of demoralization in the parent,—a reckless disregard of parental responsibility, and a loss of moral power to enforce obedience to his commands. Moreover, it is not only ruinous to the child himself, who has entered its ever descending and slippery way, but it is also disastrous in its influence over naturally well-disposed children, enticing them, by its delusive promises of freedom from the safe paths, and not seldom irksome restraints of duty. Against this crime, wherever it has manifested itself the committee have remonstrated, both with the delinquent and his parent. They have employed all their personal and official influence to suppress it, whether it stalked abroad in open day or skulked under the covert of darkness. But they have remonstrated and plead in vain. Placing itself thus seemingly beyond the reach of all moral remedies, the committee felt impelled to avail themselves of the more stringent legal provisions which the legislature had made for the punishment and ultimate suppression of the crime. To render these provisions available, however, some action by the town was indispensable. To obtain this action, the committee, during the past year, with the aid of legal counsel, prepared a code of by-laws, which, after receiving the approval of the superior court, were presented for the consideration of their fellow-citizens at the annual town-meeting, held on March the 3d, 1863. They were unanimously adopted by the town, and are now clothed with all the sanctity of the statute laws of the Commonwealth. These by-laws are appended for the information and guidance of all whom they may concern.

By-Laws concerning Truant Children and Absentees from School.—

Sect. 1.—The town of Newton hereby adopts the provisions of the forty-second chapter of the General Statutes of this Commonwealth, so far as applicable to truant children and absentees from school; and also the provisions of the two hundred and seventh chapter of the Acts of 1862, and the several Acts in addition thereto, or in amendment thereof.

Sect. 2.—Any person convicted of any offence described in said Acts, or either of them, shall be punished by fine not exceeding twenty dollars, or by confinement in any institution of instruction, house of reformation, or suitable situation which shall be provided for the purpose, for a term not exceeding one year.

Sect. 3.—The selectmen of the town shall provide a suitable lock-up or institution of instruction or house of reformation, or some other suitable place in the poor-house belonging to the town, or in some other place in the town aforesaid, or in the county of Middlesex, which shall be assigned

and used for the confinement of persons convicted and sentenced to confinement under said Acts.

Sect. 4.—Three truant-officers shall be annually chosen in the town of Newton, at its annual meeting in March, to serve for one year, whose duty it shall be to make complaints of all persons who have violated any provisions of the Acts aforesaid, or either of them.

Sect. 5.—The selectmen of the town shall fix the amount of compensation of said truant-officers for their services, as they shall think just, and the same shall be paid from the treasury of the town.

Sect. 6.—It shall be the duty of the school committee and the teachers of the Public Schools in said town, to report the names of every person or persons violating any or either of said Acts to the truant-officers of the town, that they may be complained of therefor.

Physical Education.—In several of their past reports, your committee have called attention to this subject as holding an important place in a well adjusted system of education. From year to year, as they have endeavored to qualify themselves for the more perfect discharge of their official duties, it has presented itself with new and ever-increasing interest. Facts have been disclosed in the great struggle which is putting to the test the nation's heroism and strength, which give it a significance which it never possessed before. And the educator who appreciates these facts, must, more than ever before, regard it as a predominant element in the training of the young. And while with patriotic ardor he would subsidize all available forces in defence of the nation's life, he must be impelled to the no less important work of saving the rising and future generations of the country from that physical deterioration and imbecility which, in the light of current events, are now seen to be marked characteristics of the people.

The facts alluded to are found in the history of the recent national draft. This has furnished a new gauge for the admeasurement of physical stamina, and it has made revelations of physical health, not at all flattering to our national vanity. It has, in a great measure, proved a failure, since nearly one-half of the conscripts have been exempted on the ground of physical inability. It surely cannot be very creditable to our system of education and our modes of living, that so small a proportion of the men included in the most vigorous periods of life, have been found to possess sufficient physical strength to meet the demands of military life. It is true that the unwonted toils and exposures, the weary marches and not infrequent privations of the soldier's life, are hard to be borne,—they subject his health to new and untried tests,—yet who will presume to say that he should not be able to bear them?

The Sanitary Commission, also, in its official reports relating to sickness and mortality in our army; disclose the astounding fact that of every *fifty-three* deaths in the army, *forty* were from disease; and this, notwithstand-

ing the excellence of our sanitary regulations, and the severest conflicts on the field of battle recorded in the annals of war.

If the statements derived from the above sources be worthy of reliance, —if it be that so many of our young men, between the ages of twenty and thirty-five, the most vigorous period of life, are so diseased and debilitated, then we are impelled to the mortifying confession that we are eminently an enfeebled people. And what is worse still, this unparalleled physical imbecility is epidemic and self-perpetuating. It transmits itself by a law inexorable as fate. "The fathers have eaten sour grapes, and the children's teeth are set on edge." And what is to be the physical condition of the next generation, of which these are to be the fathers and mothers?

And the great and urgent inquiry is, how shall the evil be checked, and the present feeble pulsations of life be invigorated? And the answer is, only by the diversion of a due portion of our educational forces which have hitherto been employed in the culture of the mind, to an earnest study of the laws and a systematic development of the body. Physiology and gymnastics, the one teaching how to live, and the other how to unfold and invigorate the energies of life, must no longer be permitted to hold a secondary place, or what is more common, no place at all, in our Public Schools. Our children and youth, the rising generation, cannot know too much on these subjects. Indeed, this knowledge and corresponding practice can alone save them from still greater physical feebleness and inefficiency than have been so strikingly disclosed in the history of the war. Still, to the common understanding, this whole subject of physical training, and the principles which underlie it, have been, as it were, a sealed book. It is not a rare occurrence to meet full-grown, otherwise well educated men, who have not yet learned that the highest integral strength of man depends on the systematic development, not of a single class of muscles only, but of every muscle of the body.

Is it not time, then, in view of this popular ignorance, and the evidence furnished by the records of the war that we are a nation of invalids, to devote a larger share of attention to those branches of education, by which our youth are to be taught how to live, and to qualify themselves for the most vigorous exercise of the functions of life? Your committee have long felt that there is need of a large increase of popular interest on this subject. They have long wished for a more general realization of the fact that upon the health of that wonderful organism, the human body, all vigorous intellectual and moral action depends; and that that "harp of thousand strings" being all unstrung by disease, the mind will partake of the contagion, and losing all power of vigorous action, will dissipate itself in sickly sentimentalism. To furnish the means of preventing such a direful result, several years since they introduced physiology into the Grammar

Schools as one of the required studies. For several reasons, however, it has not held that important place which it deserves. Some parents, not perceiving its immediate utility, not perceiving that it is more important to teach their children how to live, than to calculate percentage, or to determine the sources of the Niger and the Nile, have desired their children to be excused from the study. Some teachers, also, perhaps not adequately appreciating its importance, have not succeeded in so presenting it to their pupils as to awaken their interest in its immediate practical uses. Or whatever may have been the causes that have conspired to give it a subordinate place among the other prescribed studies, the committee trust that they will be permitted to operate no longer; that parents, more fully appreciating its importance to the well-being of their children, will withhold all opposition, and that teachers will so illustrate it in its immediate bearings on the health and happiness of their pupils, and as a manifestation of the wisdom and benevolent design of God in their creation, that they will accord a willing submission to its laws, and find their richest enjoyment in its pursuit.

The kindred science of gymnastics has also, for several years, engaged the consideration of the committee. They have encouraged it wherever, in its less systematic forms, teachers, by their own self-promptings, have introduced it into their schools. But it has been on the part of teachers and pupils a voluntary exercise. During the past year, however, the committee, influenced by a growing sense of its importance, have, by special order, established it in the High, Grammar, and Intermediate Schools, as one of the *required* exercises. But some teachers have been embarrassed in their cordial efforts to forward their purpose, by opposition from without. Some have opposed it, probably, because it is an innovation. Others have opposed it through fear that its simple and easy evolutions would cripple the limbs, or derange the nervous constitutions of their children. Others, again, have opposed it because, with their present information, they see no sort of use in it; and because their children get sufficient exercise at their work or play, without being subjected to any physical drill in the school-room. To the first two objections your committee will return no specific answer. In due time they will die by their own inanition. The last claims a moment's notice. It is true that boys have exercise enough, but not of the right kind. It is limited to few muscles of the body, and these are often overtasked, while others lie dormant. The result inevitably is a distorted physical development. No one, by such imperfect practice, ever exhibits the graceful proportions of an Apollo, or realizes the inherent forces of a well unfolded and rounded manhood. The truth of this statement is illustrated in the artisan, whose right arm is the only member of his body which his occupation brings into habitual exercise. This member, of course, becomes unduly developed. Its muscles expand and harden as

if cased in bands of iron. Yet, although with this partial and disproportioned development, he became a second fabled Briareus with his hundred hands combined in one, integrally speaking, he may be a very weak man. The same result may be seen in the man whose occupation involves the constant practice of locomotion. His lower limbs, being thus in constant exercise, acquire a disproportioned growth, and hardness and strength of muscle, and yet viewed as a whole, he also may be a very weak man. In both cases, by a law of sympathy among all the organs, the physical forces of the whole body have, in answer to this special demand, run into the extremities. Although with this partial development, one may be very useful in certain relations of life, yet he is not, physically speaking, what God would have him to be, and what a systematic course of development would inevitably have made him.

But if the above objection be allowed to have any degree of force, in regard to boys, it certainly cannot be urged, with any color of reason, in regard to girls. By the prevalent customs of society, the forces of their physical nature are repressed and overborne from their earliest years. Indeed, in view of the true laws of natural life, they can never be said to live,—for their vital organs being limited to half the space which nature designed, respiration is suppressed, the vital current is checked in its flow, and the whole body is thus forced into a condition in which any healthful, vigorous action becomes impossible. And what can be expected of girls who have thus been unfitted for any vigorous action, when subjected, in our schools, to a course of training which ignores the physical nature altogether, and aims, by its multifarious tasks, to bring into intense activity only the powers of the mind? Is it a matter of wonder that many, who, by combined beauty, delicacy and strength, God made to be not only the most perfect ornaments, but also the most vital forces in the world, should break down under the tasks imposed, and through life to be fated to lament the blight of their high aspirations? This evil your committee have not unfrequently had occasion to deplore. In some of its Protean shapes, it daily confronts them in the path of their official duty. And they feel that they must do more than they have ever yet done, towards its correction. But their consideration of the subject has thus far revealed to them but one remedy. This remedy, as they have already suggested, is to be found alone in a general recognition of the importance of physical education. Not that less attention should be devoted to the culture of the mind, but more, vastly more, to the development of the latent energies of the body. These stand in such intimate relations to each other, that when the one is unfolded and invigorated by systematic exercise, the other will sustain unharmed increased demands upon its powers. Let these two departments of education, then, hold an equal place in our schools, and we may hope that the rising generation will be saved from that physical imbecility which

has become so noted a feature in the community, and which, in a degree, has deprived our country of its natural defenders.

But this union of physical with intellectual culture, the committee cannot accomplish alone. They must have the sympathy and aid of the community at large. And to this sympathy and aid, every interest makes its appeal. From realms of mind whose fields can be explored only by those who enter them with steady gaze and firm step,—from marts of business that demand unconquerable activity and endurance,—and from the fireside, whose prevalent ills often darken its light and impair its enjoyment, there comes an appeal for hearty sympathy and active coöperation. And more stirring still, from the thousand hospitals of our imperilled country, the Mother of us all, comes the cry of anguish, urging all her children to cultivate a more developed and vigorous manhood.

School Committee.—HENRY BIGELOW, WASHINGTON GILBERT, J. A. GOULD, N. S. KING, J. F. C. HYDE, J. WORCESTER, W. W. SEVER, S. ADAMS, E. WOODWARD.

PEPPERELL.

Look into a school-room, in a republic, in a land favored like our own, and see the children of the rich and the poor, of the honored and of the obscure, seated side by side, and together climbing the hill of science, receiving praise or censure, honor or dishonor, as their true merit and standing shall award. See on this common platform, where neither wealth, nor honor, nor fame of parents or friends, are of any avail, your sons and daughters all starting fair in the race for a scholar's name and a scholar's worth. See standing in the same class side by side, and conning the same rules, poring over the same volume, and meeting the same trials, the youth from every home. Fold back the curtain that veils the future, and read the coming history of your own children; those into whose hands you must soon confide all social and political power, the moulding and shaping of all moral and intellectual character, as well as the control of all the material interests with which you now have to do, and be convinced that each must, and will, fill the exact position for which he is prepared by the instruction that you have furnished; and then tell me, if you can, what civil institution imposes on you a higher duty, or brings more honorable pride to the American heart, than the *Common Schools*.

I am happy to record that the citizens of this town have taken a wise and bold step in the cause of popular education; the appropriation at their last annual meeting was wise and liberal; and if committees, prudential and superintending, do their duty faithfully, I feel assured the town will never regret its action in this regard, or wish to retrace its steps. I think the town, in its corporate capacity, has consulted its own interests and honorably discharged its duty; and if committees, teachers, scholars and

parents do their part of the work, the coming year will commence a new era in the Common Schools of this town.

Superintendent.—LEVI WALLACE.

READING.

Object Teaching and Primary Schools.—This method of instruction should and must become a prominent feature in our schools, especially the Primary, if we would receive the greatest good in the least time and at the smallest expense.

It must be admitted by all that no description of a city, animal, or piece of machinery, however graphic and complete, can give us so distinct and clear an idea as to have that city, animal, or machine before us ; and then, with a lucid explanation of its various parts, peculiarities, &c., we shall get a distinct impression that will remain indelibly with us.

No little boy who has ever seen an elephant will forget his size and appearance, so that he would not recognize the animal again. Give him a representation of the same in a picture or photograph, and he will also distinguish him ; but no manner of description, without ever seeing a likeness of the quadruped or the animal himself, can ever give him that distinct idea and image which is reflected on his mind from seeing the animal or a lithograph of the same.

So in all that we teach, that which is brought before the mind distinctly by the *object* itself, or a representation of it, makes a marked impression, which the lapse of time will not soon efface.

In our Primary Schools the little child learns from without, and hence the need of all the assistance that can be given him, by way of objects and representations, together with a full and *clear* explanation of the same by the teacher. As the scholar advances in his studies he derives knowledge from *within*, but in early life all must come from *without*.

This suggests the importance of object teaching in all our Primary Schools, and also teaches us that we must of necessity have the best qualified teachers for those schools, in order that they may give such instruction as is adapted to the youthful mind.

It is a mistaken idea, that almost any one can teach the Infant and Primary Schools. None but those best qualified by nature and education should ever be allowed to instruct the youthful heart.

We have little, if any, sympathy with primary scholars using text-books in arithmetic and geography before they have learned to read or spell. We would have the teacher use the blackboard as a text-book in these and kindred studies, and we would also have them see to it that they themselves, *intellectually*, possess the latest and most improved editions of those

works, and that they *daily* impart therefrom a proper amount of the needed instruction to those who are committed to their sacred charge.

School Committee.—NATHAN R. MORSE, STILLMAN E. PARKER, JOHN H. BANCROFT.

SOMERVILLE.

Individual Promotion.—The schools are treated as a whole, and the division of them into Grammar, Intermediate and Primary departments as simply a convenience, it being intended that, from the lowest class in the primary to the highest class in the grammar department, there shall be as regular and uninterrupted a gradation as if they were all in the same room and under the same teacher.

The organization remains fixed, but a progression goes on among the pupils, and as members of the upper class in the grammar department are discharged, having finished their allotted course of study, new members are admitted to the lower class in the primary department, made vacant by an advance of one step; the several departments being like so many connected reservoirs, which, while they are being discharged at one extremity, are as constantly supplied at the other.

The ordinary manner in which progression and discharge take place is by classes, at stated intervals of time, say annually or semi-annually, without much regard, if any, to the qualifications of individual scholars; so that, at the admission of a pupil into any department or class, his future position can be accurately ascertained by mere computation of time.

It is true, that in extreme cases a variation is occasionally made by promotion or degradation, but this is simply a rare exception to a general rule.

This almost universal practice carries with it the weight of a long-established custom, but has very little else to recommend it. It seems to us to be neither reasonable nor philosophical. Whenever attacked it always seeks shelter behind extreme age and simplicity. So simple, indeed, is this old practice that classification seems to require no mental operation whatever in the teacher, but is made as readily as one would saw a stick of wood into a given number of lengths. In some cases it is a question whether a machine could not do it better.

It is somewhat singular that, nevertheless, upon the admission of a new pupil it seems to have been the custom to examine him and fix his place according to his qualifications,—the absurdity of any other course being too apparent to be disregarded,—but once in, time and time alone became the measure of his advance. Something like the traveller in Europe, he takes his seat in the car assigned him, and is locked in, to make the most of his companions until his exit at the end of the journey. He very soon discovers that there is considerable significance in the placard ever before

his eyes announcing that there is "no change of cars" and that his ticket is "not transferable," although his object, unlike that of the traveller, is not merely to be turned out when the car stops, but to gather some information on his way.

To the fact that no discrimination is needed in reference to the ability and attainments of the several members of the class is undoubtedly owing to the other fact—long-continued usage,—and a further and grievous one, that inferior teachers are too often selected and too long retained.

This practice might answer well enough if children were like mere blocks of wood that could be shaped into any proposed form and moved at pleasure to any designated place without injury, but is improperly applied to intelligent beings differing widely in their capacities, growth of mind, ambition, and rate of progress.

Nothing seems to be more clear than that the position of a pupil should depend upon his capacity and acquirements, rather than upon his age, and that in this position he will be altogether better able and more likely to exercise his faculties to advantage than in any other, *whether he is dull or bright for his years*. To be forced forward into a place which he cannot comprehend, or to be kept repeating only the lessons already perfectly familiar to him, must be attended with bad results. In the active business of life he will be judged, not by the class he was in, but by what he knows and *how* well he knows it.

One can learn little of a country through which he passes in the night time, borne onward with the velocity of a railway car, and, on the other hand, will add but little to his knowledge by travelling in a perpetual circle over the same ground. In neither case is interest likely to be excited, or preserved if previously awakened.

Many a pupil has been dragged along in his class with a reputation for dullness which has clung to him in after life, simply because he was put into and kept in the wrong place, where he had no opportunity to exercise his capabilities, but was either in a constant struggle to accomplish impossibilities, or seeing the futility of any effort, abandoned himself to the current.

Even in the case of equal capacity of the mind, when developed, the progress of development is not the same. Maturity is arrived at earlier in one case than in another, and there can scarcely be a more grievous wrong than to keep a child in a place where, to sustain himself creditably, he must exhaust his strength, or on the other hand where no labor is needed and he must grow listless from inactivity.

There is a fitness of things in having a scholar occupy at all times his proper place. In the long run, patience and perseverance will do much to supply the want of genius, but place a child in a position where patience

cannot be expected and there is no inducement for perseverance, and there can be no rational hope for progress.

It does not follow that because a boy of ten years of age is in education ehind his fellow of the same age he will be so at thirteen. The fleet do not always win the race. The progress of each one should tally with his present abilities, and as they enlarge, his speed will increase.

The difficulties and incongruities above alluded to in the old practice have always been noticed by teachers, but the question has always been, "How are they to be avoided?" Discussion upon discussion in public and in private has taken place. The amount of labor, administrative talent, skill, or something else, requisite in the teacher has been descanted upon; the plea that no practical system has been devised, or if devised that it is applicable only to special cases, has been made; fears have been entertained of entering a labyrinth of difficulties from which extrication will be impossible, and, further, it has been urged that it is "better to bear the ills we have than to fly to those we know not of," until down has come the ponderous trip-hammer of "long-established usage," crushing debate and leaving the late disputants to travel along the ancient tow-path.

To this subject has the attention of the school committee of this town been frequently directed, and they have given it much consideration. It has so happended that, in one of the schools—the Prospect Hill Grammar School—there has, under the administration of its able teacher, for some time past, been a departure from the old practice, and the scholars have been advanced, from time to time, with reference to their attainments, under a system peculiar to himself, with highly beneficial results. To a greater or less extent this has been done in some of the other schools.

It has not unfrequently been observed, in our examinations, that a prompt, active, intelligent boy or girl has been pointed out as a promoted scholar, and, in some cases, of recent promotion. So advantageous, indeed, to all concerned, does the application of the principle that a scholar's advance in position should depend upon his abilities and progress in study appear to us, that we have adopted it as a rule. Of course it is yet something in the nature of an experiment, and preliminary to the adoption of any detailed system, the teachers have had communicated to them some general suggestions for their guidance, without being obliged to follow in a precise path; and, so far as we have been informed, the operation has been favorable.

Chairman.—ISAAC STORY.

SOUTH READING.

Determination.—"As a man thinketh in his heart, so is he;" and as children *determine in their hearts*, so will *they* be; fools and miserable, if they choose; wise and happy, if they will. Every one should be able to say with Richter—"I have made as much out of myself as could be made of the stuff;" and with Sheridan, in reference to his ability to accomplish a certain purpose—"It is in me, and *it shall come out.*" A writer has said that "Men are looked upon as prodigies, when their elevation is owing almost wholly to their own exertions." Dr. Arnold remarks that "The difference between one boy and another is not so much in talent as in energy." The dull scholar, with energy and determination, will soon outstrip the lazy, heedless boy of quicker parts. Then let none be disheartened. If difficulties appear, surmount them. Boldly confront obstacles, and like spectres when approached, they will quickly disappear. Life without difficulties, however desirable in anticipation, would be worth little. The greatest men have been nurtured in difficulty. "Crosses are the ladders that lead to heaven." Let them be turned to good account. If one loses his way in ascending the hill of science, let him find it again. Horne Tooke, speaking of his intellectual pursuits, said he had become "all the better acquainted with the country, through having had the good luck sometimes to lose his way." Washington lost more battles than he gained, but he won the final victory. "Is there one whom difficulties dishearten? He will do little. Is there one who *will conquer*? That kind of man never fails."

Discipline.—Nothing tends more to the present prosperity of our schools, and the future well-being of the whole community, than a proper discipline. That is the best discipline, or government, which *leads* rather than *drives*; which is so wisely administered, that the grand object is attained without causing the subject to feel that he *is* governed.

In this respect, our teachers and schools the past year, have been more than ordinarily successful. There has been less severity of government than usual; and no case of excessive punishment has come to the knowledge of the committee. The highest perfection of school government is to secure a ready and cheerful obedience to authority, without the display of passion, or the infliction of pain. We are glad to report, that, in one school, the teacher has not found it necessary to inflict corporal punishment, in any case, within the year; and the order and progress in this school are admirable.

Sometimes, in extreme cases, severe measures ought to be adopted; but it is feared that extreme cases are most likely to occur, as the result of discipline, when corporal punishment is often inflicted. It is doubtful whether, if all our teachers should resolve, in their own minds, not to administer corporal punishment at all, our schools would not, on the whole,

be the better governed. It is *not* doubtful, that those teachers who exercise the greatest self-control, exert the best influence on their pupils. Anger begets anger; revenge inspires revenge; and by Beelzebub devils are not cast out. An angry mother called at a school-room, one day, having with her a daughter of twelve years, for whom she desired admission to the school. "I want you," she said to the teacher, "to make this girl *mind*. I've *beat* her and *beat* her, and she is just as bad as ever. I want *you* to beat the devil out of her!" "Possibly, madam," was the reply, "you have beat the devil *into* her; and a gentler treatment may be the more likely to expel the evil spirit, than the course you recommend." And the sequel proved the truth of the suggestion.

Achilles had a vulnerable part; and every child has within him some harp-string, which, if touched by skilful hands, will vibrate in a sweet response. "Win hearts," said Burleigh to Queen Elizabeth, "and you have all men's hearts and purses." "Win hearts," teachers, and you will have succeeded in the most essential part of school discipline.

Teachers should be especially careful not to reprove natural dullness for obstinacy. Dr. Arnold, the most celebrated teacher of modern times, when teaching a dull boy, spoke sharply to him. The pupil looked sorrowfully up in his face, and said, "Why do you speak angrily, sir? *Indeed*, I am doing the best I can!" Arnold related the story years afterward, and added, "I never felt so much in my life—that look, that speech, I have never forgotten."

Speaking of the delights of study, and of her teacher, Lady Jane Gray says—"Mr. Elmer teaches me so gently, so pleasantly; with such fair allurements to learning, that I think all the time nothing, while I am with him."

School Committee.—P. H. SWEETSER, EDWARD MANSFIELD, LILLEY EATON, E. A. UPTON, EVERETT HART.

SUDBURY.

Another cause of poor scholarship is the desire on the part of the pupils, sometimes stimulated by their parents, to enter classes above their capacity. The committee have endeavored to check the gratification of this propensity; but in schools like ours, in which from the change of the members classes must be reformed almost every term, it is impossible wholly to avoid the evil. If parents would believe that the teacher knows better than they, in what class their children should be put for their own interest, and the interest of the school, and require them to take the allotted place without murmuring or complaint, the trials of the teachers would be lessened, and the progress of the schools enhanced. We are aware that it sometimes happens that a scholar is placed in a class below his capacity and acquirements, but we

think rarely, if ever, under circumstances which afford just cause of complaint; for it is impossible to accommodate classes to the scholarship of each individual, and if one should be allowed to recite by himself, it would take much more than his share of the teacher's time, and the interests of the school, as a whole, would materially suffer. The difficulty in classification would be in a great measure remedied, if children could be kept constantly in school, an absence of one term leaving them, in acquirements, behind their equals in years, so that they are likely to be dissatisfied with the place to which they are assigned, or an impediment to their fellows.

School Committee.—CHAS. THOMPSON, J. C. HOWE, HENRY VOSE, J. S. HUNT, J. K. HARRIMAN, F. F. WALKER.

WAYLAND.

If a scholar drops out of his class he should drop into the class below, and not constitute a class by himself. This should be the rule, though it may admit of exceptions. The exceptions ought to be rare. He should stay in the Primer class till *he has learned to read the Primer*. Then he should stay in the First Reader, or the Third Reader, till he has learned to read it. Then we should not have classes in the Fourth Reader, some reading with ease, some blundering on words of two syllables and always a drag upon their class, because *too large* for the class below. The real disgrace to a child whose body has outgrown his knowledge and intelligence is not in reading with classmates of smaller stature, but with those whose superior attainments shames him or his guardians for neglected opportunities. We hope the teachers will enforce the rule, as much as possible, that every scholar shall stay in his division till he has sufficiently mastered what belongs to it, and that when he comes to the next higher he is not to leave out any of his studies unless he has a manifest incapacity for them. It will be a spur to punctual attendance if the scholar knows that by neglect and absence he loses his place in his division and will be degraded to the one below. No special classes ought to be made for drones and absentees. They should fall down to their own place, even though the rule remand a grown-up boy to his Primer. So much extra time and labor as they require is robbed from the whole school. We do not mean to say that every school can be reduced to just the four divisions which we have designated, but we know that some approximation can be made to them; and when made the efficiency of our whole system will be marvellously increased.

Co-operation.—Finally, fellow-citizens, we commend these schools to your increasing regard. All our experience convinces us that the Common School in its tone, spirit, and final results, will rise or fall very much according to the intelligence and moral elevation of the school district or neighborhood that happens to enclose it. Committees can do much and teachers can do

much, under favorable conditions. Acquaint yourselves with the state of your schools, know and see the difference between a good school and a poor one; learn it not by hearsay, but by visiting the school and understanding its processes; and when a teacher is doing well, encourage her and cheer her on. Absurd reports and wrong impressions sometimes become prevalent from sheer ignorance of the real condition of things. It has happened in our experience that petitions have come to us for a change of teachers at the time of their most complete success. The same teacher again, may work hard in one school and achieve little, and go into another with immediate and marked success, because the outside pressure was taken off which had stifled her efforts. Bear in mind that the best schools are not those where scholars merely dig out the contents of text-books, but where the intellect and the whole nature are quickened and made active. Bear in mind, too, that the habits of the school-room and the playground will depend very much upon the habits of the home. Profanity, vulgarity, lying, ill-manners, and all uncleanness, both moral and physical, are vices and evils which the teacher should expunge as much as possible from the school and the playground. But she cannot do it effectually and completely without your daily example and co-operation any more than the stream can flow out untinged with the qualities of its source. Do all we can, the schools will still be affected by the local influences which involve them, and with the same grade of teaching they will be raised or depressed by the state of society about them. We ask for them a hearty, general, and intelligent co-operation.

School Committee.—EDMUND H. SEARS, JOHN N. SHERMAN, JOHN M. WIGGIN.

WESTFORD.

Of the nineteen different teachers employed during the year, fourteen were females. We notice that in a neighboring town *all* the teachers were females with the exception of the teacher of the High School. We believe that as a general rule for most of our schools, if not for all, female teachers are preferable. We do not subscribe, however, to the propriety of compensating them so much more inadequately than males. On the contrary, we think there is great injustice in the discrimination which is usually made in this regard in favor of the latter. We know no good reason why a woman should not have as good pay for doing the same work as a man, and particularly when, as is not unfrequently the case, the *quality* of her work is decidedly better. A glance at the statistical tables in our reports of the last two or three years, will show that the compensation given to male teachers was in some cases nearly *double* that given to female, and when, too, the service performed was not worth any more, to say the least. In these times, when the expenses of living are so much

greater than they were before our civil war broke out, the wages of all teachers ought, in justice, to be increased, instead of being reduced, as we are sorry to say has been the discreditable fact in many cases.

School Committee.—LEONARD LUCE, GEORGE M. RICE, GEORGE T. DAY.

WESTON.

Rules of the School Committee.—The following rules have been adopted by the school committee for the present year, and teachers are expected carefully to observe them.

Rule 1. The holidays appointed by the State shall be observed by the schools as such, namely, Fourth of July, Thanksgiving day, Christmas day, Washington's birthday, Fast day, also the old Election day, the last Wednesday in May. No other days shall be taken as holidays, except by special permission of the school committee.

Rule 2. All teachers shall punctually observe the hours appointed for opening and closing the schools, and no more than three minutes shall be allowed for scholars to assemble, after the appointed hour. *Provided*, that this rule shall not be so construed, as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable time, after the regular hour of dismissing school, either for the purpose of discipline, or to make up neglected lessons.

Rule 3. Teachers are required to be present at least ten minutes before the time prescribed for commencing school. It shall also be their duty to give attention to the temperature and ventilation of the school-rooms, and give such instructions to the persons having charge of the rooms, as may be necessary in regard to the fires and cleanliness of the rooms; and also to report to the committee any damage that may have been done to the room or furniture, and the name of the delinquent person, if known.

Rule 4. The morning exercises of all the schools shall commence with reading a portion of the Scriptures in the common version, to be followed by prayer, either the Lord's Prayer, or such suitable form as the teacher may adopt.

Rule 5. Teachers shall be required to fill out the registers each week, and if report cards are furnished, to send them, each week, to the parents of the scholars, who are requested to fill the column of absentees, that if there has been any truancy, it may be detected.

Rule 6. Teachers are not to depend on the report which scholars may give of their studies or deportment; but keep a separate and distinct account themselves.

Rule 7. Teachers shall aim at such discipline in their schools as would be exercised by a kind, judicious parent in his family; and shall avoid corporal punishment in all cases where good order can be preserved by milder means; but if, in the judgment of the teacher, for the good of the scholar or the school, it becomes necessary to inflict corporal punishment, the teacher shall report to the committee, at the first opportunity after the case, and the necessity for the punishment.

Rule 8. At least twenty minutes a day, four times a week, shall be devoted to writing.

Rule 9. Teachers shall not be allowed to advance their classes from one book to another without consulting the committee.

Rule 10. In cases where children fail to be supplied with books, a written notice of the book or books needed, shall be sent to the parent or guardian of the scholar; and after a suitable time, the teacher, if the scholar is still without books, shall send a similar notice to the committee, who will furnish books, according to the provision of the statute.

Rule 11. The boundaries of the several schools shall remain the same as before the districts were dissolved.

School Committee.—CALVIN H. TOPLIFF, EDWIN HOBBS, ISAAC COBURN.

WINCHESTER.

Dismissions.—When the pupils are once in school, they should all remain to its close. Dismissions before the daily sessions close, are an enemy to progress and good order, and perhaps are a greater impediment to the proficiency of the school than irregularity of attendance or tardiness. This evil, practised too much in a few of the schools, is the least necessary of the three, and ought to be corrected. And here again, the influence of the parents should come to the assistance of the teachers. Applications for excuses or early dismissal are often made for trivial purposes, and probably without consideration of the injury they are calculated to produce; they sometimes embarrass the teacher, who does not feel at liberty to disregard them, though satisfied that they should not be granted; we therefore recommend that such applications never be made except in very urgent cases, and that they be granted only for satisfactory reasons.

School Committee.—OLIVER R. CLARK, EDWIN A. WADLEIGH, A. K. P. JOY, WM. F. STONE, SALEM WILDER, ALLEN F. BOON.

WOBURN.

We beg to assure our fellow-citizens that we appreciate highly their confidence in committing to our hands so valuable a trust. The interests involved are of the very last importance to the community, and should be guarded with an unslumbering jealousy and care. How largely the past history of our Commonwealth, from the landing on Plymouth Rock to the present day, has been the history of the education of its sons and daughters, it is needless to say. The Common School system of Massachusetts has always been justly her pride, as it is her glory and defence. For this inestimable boon we lie under everlasting obligations to our Puritan fathers. Next to "freedom to worship God," this was the one great thing which they sought in their heroic self-expatriation. In placing

the school-house everywhere fast by the temple of God, they manifested at once the comprehensiveness of their views and their keen insight to discover and turn to account all the advantages of their new position, and set the Colony of Massachusetts—surrounded as it was by the wilderness—at least in one respect, far in advance of the mother country. This advance she has maintained hitherto, and bids fair to maintain for a good while to come; for England, with all her intelligence and Christian enlightenment, and material wealth, and political greatness, has never had, and cannot have to-day, a system of schools open alike to the children of rich and poor, and maintained at the public expense. England, consequently, has to-day, as she has always had, a mass of ignorance and social degradation of which we know nothing, and which constitutes, to all intents and purposes, a low caste separated by a broad gulf from the classes above; a class disfranchised and proscribed; a dead sea of moral corruption, a prolific hot-bed of political discontent and social animosity.

Regarded merely in the light of political and social economy, our Public Schools are saving institutions of untold value. Take a single boy from the industrial class and add him to the criminal list: then add the average annual expense of a criminal to the State to the annual loss involved in his withdrawal from the ranks of productive labor, and compare the sum total with the annual cost of each child in our Public Schools, and it will be evident that the severest economist in town expenditure, unless he be deplorably short-sighted, will be among the most earnest advocates of liberal appropriations for the support of our educational system.

In stating the case thus, we do not assert that mental training alone is a sure prevention of immorality and crime. Happily there is no need to bring that point into discussion, since the laws of the Commonwealth which control our Public Schools are expressly framed to combine moral and religious influence with the daily instruction of our children in secular knowledge.

Any close observer will perceive that in placing a child under daily instruction and discipline in the school-room, to be governed and drilled, and plied with motives, and taught self-control, and punished for wrong doing, and rewarded for good behaviour, a moral force of unmeasured extent is continually and silently brought to bear. Thus the school becomes to the State a vast insurance office, to guarantee that its inmates shall be found, in the coming years, among the sober, industrial ranks of the community, and not in her alms-houses and jails and State prisons.

It is a fact which should be as pleasant to us as it is interesting, that the High School is not a recent idea. Within less than thirty years from the day of the landing on Forefathers' Rock, a law was passed by the Massachusetts Colony, requiring every town of one hundred families to maintain a High School, with a teacher "able to instruct youth so far as they may

be fitted for the university." A fine of five pounds was inflicted on any town which failed to comply : and this was increased from time to time, till, in 1718, it was thirty pounds, with ten pounds added for every additional fifty families.

Would it not be a course unworthy of our fathers and of our whole past history, if, after the warning of thirty years ago, and with the immense advantages which have resulted from the re-invigoration and enlargement of our Public School System, we should again suffer that system to decline ? By far the richest boon which we can confer on our children at any time is a good education : neither can we in any other way so effectually serve our country ; for the best treasures of the State, and its surest, brightest hope are its intelligent and virtuous youth. The times which are coming upon us, through the great social changes so steadily advancing, demand increased attention to the mental and moral training of those to whom are so soon to be intrusted all the most sacred interests of the church and the state. However the stability of the despotisms of the old world may consist with the ignorance and moral degradation of the masses, it is not so with us. Our free institutions are safe, and our country is impregnable only so long as the people shall be characterized by a broad intelligence and a high Christian morality.

To sustain our Public Schools, therefore, with a liberal hand, and to watch over them with an ever wakeful vigilance, is to subserve most surely and extensively the future well-being of the country which we are so lavishly pouring out treasure and blood to save from a threatened destruction.

Reading and Spelling.—Through the entire course, up to the day of the conferring of the diplomas on the graduates of the High School, our mother tongue should have a large share of attention. To speak it with accuracy and ease, to spell its words, to know their meaning, and to write it so as to express our thoughts with clearness and force ; these, assuredly, are accomplishments of the very highest value. Neither are they of very easy attainment, as all who are most successful in the effort will most readily testify. To speak the English language with precision and ease, and to read from the pages of Washington Irving, Macaulay, or Longfellow, so that it shall be a pleasure to listen, requires a careful training of both ear and voice, and so is justly reckoned an elegant as well as a useful accomplishment. There is small danger, therefore, of assigning to the English language too large a place. Your committee consider it their duty to look well to this matter, in all the schools, from the lowest to the highest.

A great deal ought to be accomplished in this department in the Primary and Intermediate Schools. The faculty of acquiring language belongs peculiarly to children. A child will learn to speak French or Spanish in much less time than an adult. Hence the great importance of having

accurately trained and skilful teachers in our Primary Schools, and especially such as speak their mother tongue with accuracy and grace, and who will not feel that they are doing a small work in teaching little children to spell correctly, and to pronounce with precision and ease our own eloquent English language. Spelling is a science very difficult if not impossible to be acquired, except at an early age, while to a mere child it is very easy and very pleasant. A word is a picture to a child, like a bird or a tree, and once acquired, remains fixed in the memory forever. This is true of the longest and most difficult words, of the meaning of which the child will have no thought for years. It is one of the most mischievous fallacies of the day, that children are not to be taught anything which they do not understand. To carry out this principle will require either to defer the teaching of many most important things until the time when they could have been most easily acquired has gone forever, or to burden the tender mind of childhood with processes for which it is wholly incompetent. Thus we have seen an attempt made to teach very young children to count by a logical process, involving several steps to get as far as one, two! It is as natural to a child to learn to count as it is to learn to walk, and if counting is taught by logic, walking should be taught by anatomy.

Your committee believe it is a mistake based on the same mischievous principle, to set children to learn to spell words thrown together in paragraphs, instead of being arranged in columns. They believe that this comparatively recent method does inevitably confuse and discourage the child, and is a serious hindrance in learning to spell. Neither do your committee merely express an opinion of their own in this matter. Several of our teachers have quite recently tried the experiment of writing the words from the paragraphs in columns on the blackboard for the children to learn to spell, and with precisely the same result in every instance—the lessons in spelling have been learned with far greater ease.

A well written treatise on "The Philosophy of the Human Child's Mind," would be invaluable in its relation to the entire comprehensive subject of education.

There is, perhaps, no subject which furnishes a better opportunity for the exercise of a teacher's ingenuity, than geography when first taken in hand. It should commence with the school-room and play-ground, with the hills and other objects around, pointed out by the teacher, with descriptive explanations, and drawings on the blackboard. It should then proceed regularly with the town, county, State and country, coming, last of all, to "the planet which we inhabit," instead of making that the starting point. Every school-room, and most of all the Primary should be furnished with a good map of the town, and also a map of the county and the State; while all the advanced schools should have continually on the walls good

outline maps of all parts of the world. These make a school-room pleasant, as every school-room should be ; while they are of untold value in acquiring and retaining a knowledge of geography.

School Committee.—J. C. BODWELL, J. SPENCER KENNARD, JOHN JOHNSON.

WORCESTER COUNTY.

ASHBURNHAM.

Examination of Teachers.—At the examination of teachers of summer schools, we had a full attendance, twelve out of fourteen teachers being present. Such examinations furnish the committee time and opportunity, not only to ascertain the qualifications of teachers, but to confer freely with them about their whole work, and to make suggestions about modes of instruction, &c., which they wish to maintain in the schools ; and, in our opinion, are of much value. To examine in this way, by individuals, or little squads, is more than mortal flesh, or patience, can endure. Such examinations, also, are stimulants to teachers.

Projected Changes.—Cannot our school system become more efficient by some changes ? The town is now divided into eleven districts, with fourteen schools. Each of these schools should be kept six months during the year. Ten schools would contain all the scholars ; and the average attendance would but a little exceed forty. With ten schools, sixty months of instruction would be required ; with fourteen, eighty-four months, making a difference of twenty-four months in time, and four hundred and eighty dollars in expense, reckoning wages at twenty dollars per month. Besides, a school of six, eight or ten scholars, is not so valuable as one with thirty. Taking this last fact into consideration, can there not be such a division into districts that one or two schools may be merged in others, without real detriment to any families ? We need to study economy in our finances as much as possible, in view of the fact that we are to be burdened with heavy taxation for many years to come. An expense which is trifling for a single year, will amount to no inconsiderable sum in a series of years. Yet, it will always be good economy for the town, to give an excellent education to all its youth, even with the

present expensive system, if a better cannot be devised. The real question is, whether, without great inconvenience, a better education might not be obtained, and yet with less expense.

School Committee.—J. D. CROSBY, ASHER MOORE, SAMUEL HOWARD.

ATHOL.

It is the opinion of the committee, that while a town retains the district system, a "sufficient number of schools" must equal the number of the districts; in other words, that the people in each district are entitled to an amount of money that shall enable them to keep their school twenty-four weeks each year, under a good teacher. It will be seen that with the exception of districts one and seven, not a district in town is able to comply with the requirements of the statute. In some of the districts, the schools are very short, being but a little more than one-half as long as the law requires. Doubtless such districts have a legal remedy, but we would not advise them to resort to it, till all other means shall fail.

Some of our best teachers cannot now be employed to conduct our schools, because the wages offered by the prudential committees are so low; and this evil is more likely to increase than to diminish. A young lady who can earn a dollar a day in a shop, will not teach school for two dollars per week; and the committee do not know where suitable teachers can be found, unless by some means their wages can be raised. In almost every other department of business, workmen cannot be obtained without offering them more money. We shall have occasion to speak in another part of our report respecting the qualifications of those who offer themselves as candidates for teachers, and only add in this connection that the tendency of the existing state of things is obviously to deprive our schools of the services of our best instructors.

School Committee.—JOHN F. NORTON, IRA BAILEY, CHARLES AYER.

AUBURN.

We do not intend by any means to censure our prudential committees or accuse them of the neglect of duty; but we do think if they had inquired more carefully, not whether the candidate was qualified to teach *any* schools, but whether he or she was just fitted for that *particular* school, they would have made a different decision in some cases, and thereby have avoided some things which have been a source of trouble. We, as a committee, feel that *we* may have been too lenient in this particular, and felt too much bound to approve a candidate presented by the prudential committee where there was no intellectual deficiency, while we have been conscious of certain conditions which would render success a matter of doubt.

School Committee.—CHARLES KENDALL, S. A. NEWTON, JR., A. L. SMITH.

BERLIN.

In the year past, we are happy to report, there has been a goodly number of calls of parents and others upon the schools. In the East district, during the two terms, forty-five; in the North district, forty-eight; in the South district, seventy-two; in the West district, eighty-nine; the Centre district, one hundred and three. These calls equally distributed, would allow one for every other day to each school. They should equal at least one for each day.

Probably the different districts would not have apprehended this order as to number of calls. Some districts which have been the most faithful have fallen off, and some who have been negligent are coming up to duty. We would give notice that we intend to report the parents, as well as the children. Of late we have reported at the examinations the names of the members of each district who have visited the school during the term. The school register has an allotted space for the record. A few of the fathers have had interest enough in schools to go and see how matters move, or stand, once or more in a year. And these are not men who have nothing else to do, but business men. Mothers are generally more faithful. Some young men take time for such visits; more young ladies. We commend them all, and say to others, "go and do likewise." The advantage is reciprocal. Observers learn as well as pupils.

Another branch for which we bespeak encouragement in school and at home, is that of drawing—map drawing, picture drawing, and all forms of diagrams. It is within the memory of some, when to draw a picture of a horse or dog upon the slate,—however soberly,—was a serious offence in the school-room. Better views prevail. No employment is more profitable or pleasant even to the little scholars of the primer. It employs time and improves the eye and the hand and the taste. It is vastly useful in mathematics. Above all in geography. Our schools differ considerably in this attainment. Most of them have made progress of late. Those who saw the maps executed on paper in the East school, at its late examination, will appreciate what we say. Like skill was exhibited in maps and diagrams on the board. Other schools did well. It was particularly observable in some of the mathematical exercises in the North school. In our Normal Schools, almost all oral recitations are accompanied by outline drawings. The application of the subject in practical life is manifold. It is not an art useful only to the painter, the architect and the engineer,—it belongs to the farmer, the carpenter, the smith and every mechanic. The school-room is the place to cultivate it; but it will be found a pleasure everywhere, as well as an art universally useful. Let parents encourage drawing at home. It will afford profitable recreation as well as mental improvement.

BLACKSTONE.

It has been the practice of many towns of the State, in their annual report, to subject each teacher and school to a personal criticism, pointing out, with much particularity, their various merits and defects. Such has been the invariable course in this town with the exception of the last two years. In the last report some reasons were given for departing from this custom. There are many, however, who think that a detailed report, in order to be entitled to the name, should still adhere to the old practice. If there was any good to be derived from such reports — any benefit to teachers or scholars, there would be some justification in still following the old custom ; but after the most mature deliberation, we are of the opinion it is a custom “more honored in the breach than in the observance,” and should never be resorted to only in extreme cases. It has become a stereotyped remark, in many of the reports, to caution parents against speaking anything in disparagement of the teacher in presence of their children, for the reason that it tends to encourage insubordination and disrespect ; and yet we find committees doing in these same reports precisely what they condemn in parents ; with this difference, that what the latter do in private, the former do publicly, and therefore the more effectually.

School Committee.—FRANCIS KELLY, LE ROY L. CHILSON, EDWIN JENCKES.

BOLTON.

Why do they have so many good teachers in No. 8 ? Who ever heard of their having a poor teacher ? Who ever knew of their having any trouble with their teacher ? Were any scholars ever expelled from that school, or a teacher dismissed ? No. 8 has for many years ranked as our best school. Why ? Because the parents work hand in hand with the teacher. If they have a good teacher, they rejoice and profit by his instruction. If he happens to be deficient, his faults are not needlessly paraded before the public, but he is privately advised and otherwise encouraged and sustained ; and the scholars, too, are compelled, by the united feeling of the whole district, to obey the rules and respect the teacher. Parents who have children there often visit the school, and in addition, the district has its own committee, who do not hold their office as if it were a sinecure.

Careful parents sometimes examine their children, to ascertain how they progress in geography and arithmetic, but how many examine them to see if their morals are improving ? They are very captious if the teacher does not explain well in arithmetic, &c., and is not in every respect, a good and thorough scholar ? But are they as careful in their observations on the general conduct ? If the teacher prove to be coarse, vulgar, immodest or impolite, how is it then ? If we learn nothing on these points, is it because

teachers are free from censure in these respects, or does the parent pay no attention to these things? Few would tolerate the thought that their boys associated day after day with inmates of one of our prisons. But is it not a startling consideration that there are probably more guilty persons outside prison walls than within; the only difference being, that the first have been proved guilty, the others, not.

School Committee.—ROSSELL BARRETT, R. S. EDES, NATHAN BABCOCK.

DANA.

Imperfect Moral Training.—Your committee have observed with pain that the moral education of the pupils is almost lost sight of, or made a secondary matter. We are free to admit that the object of moral training is not the inculcation of sectarian tenets, or instruction in particular religious creeds. By the laws of this Commonwealth these religious distinctions are excluded from the Public Schools in which the children of every faith have equal rights. As law-abiding citizens we wish to respect and sustain this enactment. But is there not a broad ground of morality on which all may meet in harmony? To avoid sectarianism have we not well nigh ruled all religion out of our schools? Indeed, have we not by our negligence violated the noble sentiments and requisitions of the statutes touching this question? Ought we not, as a town, to take higher ground in this matter? Would it not be well for us to insist that religious instruction shall be daily given in all our Public Schools? Boston has already adopted this course. The following quotation will show their school regulations upon this point: "The pupils shall be carefully instructed to avoid idleness and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner; and it shall be the duty of the instructors, so far as practicable, to exercise a general inspection over them in these regards, both in and out of school, and also while going to the same and returning home; and on all suitable occasions to inculcate upon them the principles of truth and virtue." Now, when we consider that the happiness, prosperity, and even existence of society, and the stability of free institutions depend more upon morality than upon intellect, it must be self-evident that no provision of our system of public education is more important than that which relates to the moral training of our youth. Intellectual culture must not be allowed to take precedence of moral education. Increase of knowledge is good, but increase of virtue is better. An uneducated but pious rustic is infinitely superior to a scape-grace philosopher.

But, fellow citizens, as you are well aware, morality not founded on Christian principle is like a baseless fabric—a castle in the air—is limited in its range of duties, and of short duration. As you all well know,

genuine virtue is the offspring of Deity. The code of morals found in the Bible is the unerring standard of right and wrong. In this holy volume all are taught to "fear God and keep His commandments ; for this is the whole duty of man." And to make these duties obligatory upon us we are told in the next sentence, "for God shall bring every work into judgment, with every secret thing, whether it be good, or whether it be evil." Thus, you will perceive, a recognition of the Supreme Being, and our accountability to Him ; a solemn reverence for the holy Scriptures and a full acknowledgment of our obligation to be governed by them, are indispensable elements in the moral training of our youth and of all mankind. In proportion as these great truths are realized by us, and through us by our children, just in that degree will the foundations of virtue be laid and established ; many eminent men have been fully alive to this fact. Those great statesmen, Daniel Webster and John Q. Adams, those firm believers in the Bible, often gave utterance to these sentiments. It is said that Mr. Webster was once asked, What is the greatest thought that ever occupied your mind ? After a solemn pause he replied, the greatest thought I ever had, or can have, is, *a sense of my accountability to God.*

Nor should we lightly esteem the advantages to be derived from moral culture. Perhaps none of us overlook the benefits of a secular education, where material interests are involved, and yet these are as nothing compared with those which arise from a well cultivated heart. A well disciplined mind is hardly possible without a proper control of the moral feelings. In order to a full development of mind there must be harmonious adjustment and action of all its multiplied powers. And do not the moral feelings hold an important relation to this general harmony of the mental functions ? With the cultivation of the intellectual powers there must be a development of the benevolent affections and moral nature in general. Unless the passions, emotions, propensities, and desires are duly regulated, and the supreme authority of the conscience over the intellectual system be acknowledged, there will be confusion and every evil work,—a schism in the soul. No system of intellectual training can be otherwise than defective that ignores the due culture of the moral nature. Other things being equal the best man will be the intellectual man. Never does intellect become so clear in its perceptions, so acute in its researches, so wide in its range, and so towering in its lofty conceptions, as when allied with an exalted moral nature. The Author of our being has united the head and the heart ; they are married to each other, and "what, therefore, God hath joined together let not man put asunder." Nor are the advantages merely educational. We advocate a closer attention to moral training in all our schools on account of the domestic and civil benefits to which it gives rise. Surely our noble system of Public Schools should be made an engine of great power to subserve all the legitimate interests of the domestic and

national compacts. But it is a notorious fact that these interests have been too much lost sight of. Tens of thousands have gone forth from our seats of public learning to disgrace themselves and the families to which they belong, who had not been thus guilty had their moral training kept pace with their secular education. And for the same cause how many "fellows of the baser sort" have proved false to their country, and are at this moment engaged in its overthrow? Let the lamentable deficiency we complain of be removed; let a thorough system of moral education be carried out in our homes, and our Public Schools; then shall the rising generation grow up in the fear of God, be a blessing to their parents, shed a rich influence upon posterity, and be the unflinching bulwarks of our land.

Again, we have reason to believe that our educational interests are suffering in consequence of the prudential committees neglecting to hire teachers until just before the commencement of the school, and failing to have them examined in due season. By committing these errors we are almost necessitated to take the teachers which other towns have left, after their selections have been made from "the finest of the wheat." Every good farmer pursues an opposite course in selecting seed-corn. Moreover, your superintending committee in their examinations of candidates to teach our schools, hardly feel like rejecting unqualified applicants at the eleventh hour. The teachers understand this, and present themselves for examination, in some instances, about an hour before school time, and some of them commence their work and leave the examination until afterwards. We think you will see at a glance the evil tendencies of these things, and also the awkward positions in which your committee are placed.

Superintending School Committee.—WM. LEONARD, N. L. JOHNSON.

FITCHBURG.

The work of the teacher is one of great difficulty, as well as responsibility, demanding discretion, caution, a knowledge of human nature, and great patience. Is it surprising that some of these are sometimes too severely tested? Let parents judge the teachers in the same spirit in which they would like to be judged. Let them take for granted that the intention of the teacher is to render impartial justice to all, to treat with kindness every scholar, and to do that which will minister in the highest degree to the prosperity of the school and the welfare of its members. That such is the intention of our teachers we are sure, and even in instances in which their good judgment fails, or their kindness of heart seems for the time to be overcome, this intention ought to be recognized.

When any difficulty has arisen between a scholar and his teacher, it may be that the teacher is not altogether in the right. But the parents should take for granted in such a case that the child is somewhat in the wrong,

and should act on that presumption, until it is found to be incorrect. A conference with the teacher is almost sure to shed new light on the difficulty, and in a large majority of instances such a conference settles the whole question to the satisfaction of parents and teacher.

It is especially unwise for any one to utter unkind criticism of the teacher in the presence of his pupils. Even when such criticisms are just, they do no good and much injury; when they are not just, as is generally the fact, they needlessly and wantonly interfere with the prosperity of the school.

We make these remarks in no spirit of unkindness, nor with any conviction that parents generally are not in sympathy with the teachers. But we have had occasion to know of a few instances in which the discipline of a school has been seriously affected by persons who certainly would not intentionally do any wrong. They have forgotten the perplexities of the teacher, and have seemed for a time to cast their influence against his endeavors to maintain good order and successful study. We believe that the number of parents in our town who would willingly encourage insubordination among scholars, or increase the difficulties of the teacher's work, is very few. Let all bear in mind the inherent difficulties of the office, and if possible pursue such a course as will diminish, or at least, not increase, those difficulties.

School Committee.—KENDALL BROOKS, FRANCIS E. CLEAVES, CHARLES H. B. SNOW.

GARDNER.

Retrenchment in our Public Schools is an unwise and short-sighted policy. It is like stinting the seed you cast into the ground at seed-time, an illiberality the soil pays back four-fold by a niggardly harvest. Thrifty farmers have learned that liberal and wise expenditures on their fields is their best economy. So whatever is judiciously expended for the education of our children, is economy in the end.

The material prosperity of our beloved Commonwealth, as well as her high position in other respects, is vitally connected with the successful operation of her schools. Let these decline, and all her other interests will wane.

With the liberal scale of wages you have adopted for teachers, you should be satisfied with none but those every way competent. Low wages and a longer school, under a poor teacher, present no temptation at all. Good teachers in every case, reasonable wages, and as long schools as will be of advantage to our children, is the rule which should guide us. Money expended on a poor teacher is worse than wasted, for such a teacher is an absolute damage to the young minds he directs. He trains them into injurious habits of study which must be corrected by the next teacher.

Frequently it costs a term of right instruction to correct the evils of previous wrong instruction. Difficult as it is to learn, it is more difficult to unlearn.

This suggests the importance of retaining good teachers in the same schools, where it can be done. When a new teacher enters a school-room, before the school can get into perfect working order, the scholars must learn the teacher, his habits of instruction and discipline; and the teacher must learn his scholars, their various proficiencies, their mental traits, and the best ways of governing and teaching them. This will take up, in a large school, nearly half of a short term, while an old teacher can begin at once where he left off. Of course, in small schools, the evils attending a change of teachers are not so great. The interests of education in our town demand that in the graded schools, teachers who have been proved and tried, should be hired by the year on salaries, and in the highest departments, these teachers, in our judgment, should be males. This is the more important because we have no High School in town, and the only education most of our children will gain, must be at our Common Schools. Such a plan as this, if adopted, would undoubtedly raise the standard of scholarship very much.

School Committee.—S. J. AUSTIN, J. M. MOORE, C. WEBSTER BUSH.

GRAFTON.

Teachers' Meetings.—A good impetus would be given to our schools if the teachers would form an association for mutual improvement. It often happens that the teachers in one part of the town have no acquaintance with those in another part. They do not visit each others schools, but remain ignorant of what course others are pursuing. They toil on—plod on. They have scarcely a co-laborer, with whom they can consult; no one to lighten their burden, to help them over a difficult point, and to encourage them when all things seem to be against them. True, they see the committee once a month, but there are a thousand and one questions which teachers would ask each other, but which they would not the committee. The general affairs of the school they are free to talk about, but that little perplexity, that little annoyance, they will not so much as name. Thus alone the teacher labors on. The school is pleasant. The teacher does what she can. But want of sympathy, of kindred society, weighs down the spirits, and the highest good of the school is not secured.

Now this state of mind might be changed, if teachers would associate together—meet, say once in two weeks, to talk respecting the conditions of their schools—to suggest plans, relate their experiences—in what manner they stimulate dulness, interest the careless, arouse the indifferent, conquer the wilful, and subdue those who have no control over themselves, and over whom parents exert no authority.

In these meetings let there be various topics for discussion, such as: What are the best means for securing good discipline? What is essential to good teaching? What should be the true aim of the teacher? What is the best method of teaching reading, grammar, geography, &c.? How can the hearty co-operation of parents be secured? What can the teacher do to make the school-room cheerful and attractive, and interest the pupils in their studies? Let such an association be formed, and a course similar to the one suggested, be pursued, and it will not hurt the old teachers, while it will encourage and greatly assist those who have less experience.

The benefit will be mutual, for the teachers will become acquainted with each other and interested in each other's success. It will be great, for it will awaken a noble ambition, call out undeveloped energies, and thus secure greater progress in all our schools.

School Committee.—WILLIAM MILLER, THOMAS C BISCOE, GILBERT ROBBINS.

HARVARD.

Before proceeding to speak in detail of the condition of our schools the past year, we wish to present to the town a few remarks in relation to the union of some of our school districts.

No one, we presume, pretends that the organization of our Public School system, has reached the highest state of perfection of which it is susceptible. No one, who seriously and without prejudice contemplates our educational interests, will pretend that they are conducted in the most economical and advantageous manner that can be devised. In education, as in all business pursuits of life we wish to receive interests and profits proportionate to our outlays.

Year after year the town is making appropriations for the education of our children; but owing to the imperfections of our district system, we contend that we are not receiving all the advantages our appropriations are capable of affording.

Therefore we wish to suggest the following considerations:

The want of a systematic gradation in our schools, is a great hindrance in the way of their advancement.

Pupils in the primary state of education, should be separated from those who are pursuing the higher branches, and taught by instructors, who can give their undivided attention to them. Teachers who have only one grade of scholars, feel more interest in their exercises, because their labor is more pleasing, because they can seemingly accomplish more, without having their minds distracted by a multiplicity of studies.

By such a separation, the number of classes would be greatly reduced, thus affording ample time to the teachers to explain, to elucidate the subjects

of study, which in a mixed school, for the want of time, are perhaps necessarily passed over, and left to the scholar to grope his way through abstruse problems as well as he can; perhaps to imbibe errors in the sciences, which it will be no easy matter to unlearn.

The union of some of our schools would improve the social character of the children in the districts united, by bringing them together and making them companions in one common interest. The larger the association the higher the intelligence, the greater circumspection and restraint we exercise over our individual department.

Scholars of the same grade harmonize more completely, less altercations arise, less oppressions are exercised than in a mixed state.

In graded schools, more emulation exists than in mixed ones. In the higher department, the classes pursuing the same branch are larger, more mind comes in contact with mind, emulation is lighted up, there is a striving, a wrestling for excellence; in the lower, the pupils look forward with deep anxiety to the time when they shall be permitted to enter the arena, where the sciences pursued are more exalted, where the honors are more dazzling. Incentives are daily multiplying to urge them to labor, to press on to the prize.

Above and beyond all, teachers of better intellectual attainments, who feel a deeper interest in their labors, can be obtained to take charge of the higher grade, than can be found to enter a mixed school.

The question that now presents itself, in which we feel much interest, is, are two districts so meted out, that a union of schools can be established without very great inconvenience to the inhabitants? Let it here be premised that parents inhabiting rural districts must not expect to educate their children without inconvenience. Learning is a hidden treasure; the diligent, the persevering, the self-sacrificing student alone finds it.

We anticipate the inconvenience, the insurmountable objection, as it will undoubtedly appear to some, which will be raised against the union of school districts, namely, the great distance that scholars inhabiting the remote parts of the district, will be obliged to travel, in order to reach the school-room. If learning, if education travelled through our land, and called at every door to sell its wares, as peddlers do, the objection might, with some plausibility, be raised.

Perhaps, in the winter term, there might be some few days, during which the remote ones could not attend. If such should be the case, the superior advantages to be obtained from the union, would more than counterbalance the loss of time and the extra labor.

We will here insert a short extract from the report of the High School in Lexington, to show that distance is not so great a "bugbear" after all as some diseased imaginations may fancy.

The interesting and important fact thus appears, that the attendance at this school, is, by a large difference, more constant than in any other school in town, showing that distance of residence from the school-room is not necessarily a hindrance to regularity in attendance. We mention a single example. One pupil, who lives two and a half miles from the school has been a member two years and a half, and has not been absent or tardy once; and this instance differs only in a small degree from many others. Moreover, the same fact shows that distance is no detriment to the health of the pupils, since one reason of the constant attendance is, of course, their general exemption from illness.

School Committee.—NOAH WARNER, JOHN DODGE, AUG. J. SAWYER.

LEICESTER.

The grand purpose of the schools, then, as Public Schools, is to train our children, first, to habits of cheerful self-control and obedience to rightful authority; secondly, to habits of clear and vigorous thinking.

The first of these two objects—habits of cheerful self-control and obedience—we regard as unquestionably the more important; for on this rests the whole fabric of our system of free government. When our people refuse to render a voluntary obedience to law, and fail to sustain the authority of our government, a free government is at an end. Hence the vital importance of having the young form those habits which shall make them hereafter law-abiding and loyal citizens. And hence the necessity of maintaining in our schools that mild, yet strict and efficient discipline which shall continually foster a proper reverence for authority, a spirit of prompt and voluntary obedience to law, a strict regard for the rights of others, and all good and virtuous principles, as well as to cultivate the power of close and continued attention, and careful observation, and clear thought, by earnest study.

To accomplish these ends, none will deny that efficient school *government* is of the very first importance. A most serious question, then, is: Does the whole responsibility of securing such government rest wholly on the teachers, or on the teachers and committees combined; or does it also rest on the parents and citizens? Cannot parents and citizens do something, do *much* to promote this end, and hence to enhance the value of the schools, and thus add power to their influence, for the good of the children and the good of the State? And, if so, is it not both a privilege and a duty to do it?

If the whole community would exert a right and earnest influence in the matter, our schools would soon stand on higher ground, and would become mightier agencies for good than we have yet seen them.

We would suggest, then, that parents co-operate in the great work which our schools seek to accomplish.

1. By training their children to strict and prompt obedience at home. The suggestion may be thought irrelevant. Yet it can hardly be so considered, if it is viewed in its bearing on school discipline, in its very close and important relations to school government. The two should go hand in hand, and they will mutually assist and confirm each other. It is impossible for the school training to correct or neutralize the defects of the home training. On the other hand, those defects multiply indefinitely the difficulties of the teacher's task, often thwart all his best plans and most earnest endeavors for the good of the child — not to say, for the good of the whole school.

2. By requiring the child's obedience to the authority of the school, the teacher, for the time being, occupies the place of the parent. He must do so, or it is evident that school government must be given up, and the school itself may as well be annihilated. Is it then politic, is it right, for parents to take part with the child in his insubordination; or to receive his complaints as just, without proper investigation; or to allow themselves in disrespectful language respecting the teacher, in the child's hearing; or to circulate unfavorable reports about the school or the teacher? Would not the parent, in many cases, be rather better qualified to judge of the correctness of the child's representations, if he would visit the school and quietly observe for himself? If the parent has any good reason to believe there are serious faults in the school, which should be corrected, instead of doing or saying anything to undermine the teacher's authority and influence, would it not be far wiser, on every account, to call the attention of the school committee to the case? At all events, let it be a principle, that so long as a child is a member of a school, his thorough and uniform obedience to the school authority shall be insisted on. Abuses are always liable to occur. But abuses are seldom remedied; they are often aggravated, like diseases, by applying the wrong remedy.

3. By securing constant and punctual attendance. As will be seen by a glance at our statistical table, there is, in our schools, a very great degree of irregularity in attendance. And this irregularity is a very serious obstacle to the prosperity of the schools. Both tardiness and absence are draw-backs on their successful progress; not only that of the absentee, but that of his class and of the school. As for the absentee, it is a great mistake to suppose that if he is absent, irregularly, half the time, he loses only half the benefit; or, if he is absent a quarter of the time, he loses only a quarter of the benefit. Generally, the loss of benefit is in a far greater ratio than the loss of time.

4. By manifesting interest in the school. This may be done in several ways: 1. By inquiring frequently respecting it, seeking to know its actual

state and success, setting a value on a truly good and successful school somewhat proportional to its importance. 2. By visiting the school, both during the term and at its public examinations. When children understand that their parents set a high value on the school and on the thoroughness of its discipline, they will look on those who take the lead in violating its spirit and disturbing its order, not as heroes to be admired, but as rebels to be pitied and condemned. 3. By cultivating the friendship of the teacher; and in any and every way in which a genuine interest in the school will naturally manifest itself.

5. By furnishing respectable, convenient, and tasteful school-rooms. An unsightly and neglected building, and a defaced and battered school-room, are positively demoralizing in their influence. They testify to the low estimate the community sets on the school, refusing to tax themselves for its benefit; they tempt young and active hands to add those gratuitous decorations with which their studio has been emblazoned from time immemorial, and without rebuke or protest are still suffered to bear witness to the deeds of past generations; they vitiate the tastes which are just in their most plastic period; and they give most effectual though silent lessons of disorder above, to be read and approved by disorder below.

The effect of well located, neat, tasteful and convenient school-houses and school-rooms is the opposite of this. They have a positive and by no means slight influence in developing taste, order and good morals in the young.

In all these ways, and in others which will readily suggest themselves to reflecting minds, may parents and other citizens make themselves efficient agents in promoting the success of their schools, and in securing those vital interests for which they have been established.

School Committee.—A. H. COOLIDGE, J. N. MURDOCK, N. B. COOKE.

LEOMINSTER.

No. 2.—The management of the school has been on the right principle, which is, that it is much better to know one thing certainly, than to guess at several, and then not to know whether you are right or wrong. First, the teacher had good order, then study, next accurate recitations, and always a clean school-room.

The children had flower-beds in front of the school-house planted with exotics, which would have been an honor to children of any growth; no child ever trespassed on their common floral treasures. On examination days the teacher prompted no scholar, for if a scholar hesitated at a question, it passed to the next. The recitation of short extracts of poetry, dialogues and singing, formed interesting features of the school. The scale of deport-

ment was filled with a good account. But few tardy marks disfigured the register, during the year.

Hoping to aid in some degree in making a more decided improvement in all our schools, in the matter of reading, your committee will presume to offer a few suggestions.

First, the reading book put into the child's hands, should not be above its capacity to learn, and a higher book in the series of reading should never be substituted for it, until the pupil has thoroughly learned its contents. Through the whole course of instruction in reading, from the primer to the highest reader, each book in its turn should be studied till the scholar can read each lesson correctly and understandingly.

Secondly, when a reading lesson is assigned to a class, the first thing to be aimed at by the teacher is to cause the scholars to become perfectly familiar with the spelling, meaning and pronunciation of all the words. Then, the endeavor should be made to awaken an interest in the minds of the pupils by appropriate questions in regard to the facts and ideas expressed in the lesson, and also by conversation upon many things having a relation to those facts and thoughts. Afterwards, the lesson might properly be read by the teacher as an example; and lastly, the scholars, made familiar with the language and sentiments of the author by such previous study, instruction and example; might be required to try the exercise with some expectation, at least, that they will read it properly. If wrong tones, accent or emphasis, should be used, the sentence should be read again, and again, if need be, until everything is correctly rendered. A quarter of an hour, spent by a class, in thus learning to read a single line, would be far more profitable, than to run over a whole page in the thoughtless and blundering manner, so often witnessed in the school-room.

Again, to break up the monotonous and drawling manner of reading, yet too prevalent in many schools, and to acquire the habit of using more natural tones and inflections of the voice in the exercise of reading, we believe the frequent recitation of pieces of prose and poetry, together with dialogues, as of very great importance. It should be an exercise for the whole school, the girls as well as the boys, except perhaps the very youngest classes. It should be general and frequent enough to overcome all hesitation and timidity, so that it may be looked upon as one of the common, regular daily exercises of the school.

If our teachers would carry out with perseverance and determination, some such system of instruction in reading as has been now indicated, even for a single term, we feel very confident that the improvement would be abundantly encouraging; and in a year's time the dull, hesitating and unmeaning way of reading would be banished from the schools.

School Committee.—C. C. FIELD, JAMES BENNETT, C. H. MERRIAM.

LUNENBURG.

The past has been a year of unusual prosperity in our schools ; still we have again to regret that they cannot be arranged under a better system ; they are too small in numbers to secure that enthusiasm in the teachers, or that ambition on the part of scholars that the nature of the case demands. We congratulate the prudential committees in their judicious selection of teachers the past year. It may be noticed that our schools have been for the two past years in charge of female teachers ; and by comparing the past with previous years, we are satisfied that our schools have been under as good discipline, and in many instances made better improvement in their studies ; therefore we would still urge it upon those whose duty it may be to select and contract with teachers, to use care and judgment in their decision.

School Committee.—EPHRAIM GRAHAM, C. A. GOODRICH, W. H. PIERCE.

MILLBURY.

We have before spoken of the importance of grading our schools where we can, so as to divide them into the fewest number of classes possible. The advantage thus secured is to afford the teacher time to fasten in the minds of the pupils, by drill and repetition, the facts and principles of every day's lesson. Perhaps there is no principle of instruction so efficacious and lasting, as that of repetition. A school of fifty pupils of one grade, could doubtless be taught more in one week, by one teacher, than the same number of pupils distributed among twelve ungraded schools, could be taught in twelve weeks, by as many different teachers. The more grades we can get between the alphabet and the High School, the better and more thorough will be the instruction. The duties and responsibilities of each teacher will thus be more clearly defined, and the advancement of the pupils become more apparent. The standard of each upward grade must, therefore, be determined by the thoroughness and elevation of each lower grade.

In comparing this method with that of ungraded schools, take the school on the Old Common for an example. Here are from thirteen to eighteen recitations each day. Divided into so many classes, the teacher has barely time to hear each one repeat the lesson, parrot-like, leaving no opportunity for explanation and review. Thus the time here devoted upon eighteen classes might, in a graded school, be bestowed on two or three classes. In addition to the benefit of explaining each lesson and riveting it in the mind, we should have much better order in our schools, as the pupils would be in large classes and more directly under the inspection of the teacher all the time. But recitations in large classes should not be con-

tinued long enough to become wearisome ; they should be short and oft repeated.

We are sometimes asked why we do not raise the standard of our High School. From the foregoing remarks it will be seen how difficult it is to do so, without first elevating the character of the lower schools. The more elevated the High School is, the longer and more thorough preparation will be necessary to reach it. In fixing a standard for admission to our High School, the committee have designedly placed it so low that any pupil in the diligent and studious use of the advantages which our present schools afford, cannot fail to reach at a suitable age ; and so high, that none but the studious can reach it at all.

For the Committee.—LEONARD SPAULDING.

MILFORD.

Every person who wishes to avail himself of the advantages of the system, accedes, by implication at least, to all the conditions upon which they are offered. Parents who seek the education of their children in this channel submit them to such wholesome discipline as will answer the ends required by law. Instruction in good behavior, morals, patriotism, and all the virtues, is a part of the plan, and this they must have with their knowledge of letters. The parent delegates to the teacher, when the child is placed in school, his own authority over him, giving him the power to restrain his evil propensities and command his respect and obedience. A teacher who will not do this humanely and judiciously ; who cannot realize the high responsibility conferred upon him ; who cannot partake, in some degree, of the parent's tenderness and solicitude for his children, correcting in kindness, and resorting to severer measures only as the last alternative, —ought not to be tolerated. Few parents would inflict a blow in anger, and no teacher has a right to. Tyranny is to be detested, wherever it is found, even in the family and school-room ; and yet power is too apt to beget it everywhere. Teachers cannot be too cautious in this respect. They are supreme in their sphere, and yet they must not abuse their authority.

Nevertheless, there may be instances where the good of the child and the welfare of the school require the sternest discipline, and then it is the teacher's right as well as his duty, to resort to such measures as will maintain his authority and bring refractory pupils into subjection. Courts have always recognized the right of a teacher to inflict corporal punishment in such instances commensurate with the necessities of the case. Nor is a teacher's authority over his pupils confined to what is done in the school-room, nor even within the limits of the school grounds. There is no law

prescribing where the authority of a teacher should begin or terminate, nor during what hours of the day it shall continue. It has been decided by our own court, that a child may even be expelled from school for misconduct beyond the precincts of the school and out of school hours. In this case, Chief Justice Shaw used the following language: "But it is argued that though good discipline may be maintained within the school, yet the master and the committee have no right to look beyond the walls of the school to take notice of the conduct of pupils. We cannot perceive the force of this distinction. Truancy is a fault committed wholly beyond the precincts of the school, yet no example is more contaminating, no misconduct more subversive of good discipline. May not an incorrigible truant be expelled, not as punishment merely, but as a protection to others, from injurious example and influence?" It has also been decided that when a boy outside the school enclosure, in presence of other pupils of the same school, uses contemptuous language toward his master, and in his hearing, with a design to insult him, the master rightfully punished the boy for the misbehavior, because it had a direct and immediate tendency to injure the school by subverting the master's authority and begetting disorder and insubordination among the pupils.

The teacher's position in regard to disobedient and wilful pupils is always a difficult and perplexing one. All the expedients of kindness and persuasion should be exhausted before resorting to those severer modes of discipline that are too apt to alienate the pupil from his teacher and destroy his love of school, if he had any before. But when all other means have failed, and the child is still insubordinate, there is full sanction for the infliction of such punishment as will bring him into wholesome subjection, and when administered in a proper spirit and with right motives, it is the duty of the school committee to approve the course and of parents to acquiesce.

School Committee.—GEO. G. PARKER, WINSLOW BATTLES, L. HOLBROOK, H. H. BOWERS, GEORGE HILL, JOSEPH RICKER.

NORTH BROOKFIELD.

The Study of History and Our Government.—Another deficiency in our schools is the almost entire neglect of the study of history, or of the study of our government, its laws and principles, or anything of the kind calculated to inspire love of our country and its republican institutions, or to prepare the pupil to intelligently exercise the rights of suffrage. Why should our youth go on through the whole term of their education for the duties and responsibilities of life, committing to memory the rules of grammar, the facts of geography, and the calculations of arithmetic, to the entire neglect of the principles of legislation under which they are to live?

If they were Austrian peasants, or Italian lazaroni, there would be some reason in this, found in the fact that where law itself is kept in the dark, its subjects are so far held under that they cannot lift themselves high enough to look at the principles which lie at its foundation.

But here, where it is our boast and our glory that each and every citizen is himself a part of the government, and may enjoy the full and inestimable rights and privileges of suffrage, we should see to it that our children are made acquainted with the genius of our government, that they understand for what principles our fathers fought so long and so desperately, and why ours is the best government that has ever been established upon the face of the earth. It is true we are somewhat limited in text-books for the study of the subject; we know of but two, viz.: "The Governmental Instructor," and "The First Book of the Constitution."

The former we introduced into the High School last fall, but it was not taken up with the enthusiasm we would like to have seen; it was studied in the winter term however by a class in the same school-room with more interest and success. If nothing better can be done we would recommend that the Constitution of the United States, or the Declaration of Independence, be introduced into our schools and used as a reading lesson often as once a week.

It seems to us this would be a very proper exercise in these days of rebellion. It would be the means of bringing up the rising generation with proper views of republican institutions, and cause them to place a just value upon the blessings of civil and religious liberty.

This war is not only one of sections but of institutions, and we should do all in our power to cultivate that lofty sentiment of love of country which in this dark hour of trial must be the nation's safest reliance, and which will most surely secure us against future attempts to overthrow those principles and institutions which are the only safeguard of a free people.

School Committee.—HIRAM KNIGHT, HIRAM P. BARTLETT, ALBERT L. POLAND.

OAKHAM.

The schools under our care have averaged higher this year than during the previous one, there have been no poor schools, none have degenerated from their former condition, and nearly all have made decided improvement. The general statistics of the schools will be found in a table accompanying this report, but the faithfulness and earnestness, the hard work, energy and tact, manifested by the teachers, cannot be adequately presented in any report, though they deserve and receive the appreciation and the thanks of the committee and the community.

Your committee have taken special pains to visit the best schools within their reach, and to inquire into other methods of teaching, in order that whatever can add to the value of our schools, may be introduced. For where most of the teachers are trained in our own schools, there is special danger of ever walking in the same tracks, and thinking we are going toward the goal of perfection; like the knight in the forest, who, making a circuit, fell in with his own footsteps, and every time round, was more and more convinced that he was nearing some town, because the path was so well and so recently trodden.

We would earnestly recommend all who think of teaching, to visit the best schools, and especially those in the larger towns, and to read the "Massachusetts Teacher." Indeed, we do not see how a dollar can be made to pay so high a rate of interest, in any other way, as by each district taking the "Massachusetts Teacher," for the benefit of the teacher in its school; and we hope every district will do so.

School Committee.—F. N. PELOUBET, M. O. AYERS, H. W. LINCOLN.

OXFORD.

We do not think that the cause of education is appreciated among us as its relative importance demands. Of this the following facts we think are conclusive evidence. Very few of the young men of this town are to be found in college; very few, if any, are fitting for college.

Some of our best men consider it an unwelcome drudgery to perform the duties of school committee. It of course does not pay as well as some other business, and the honor and gratitude of the public are not sufficient to balance the difference. Teachers are not paid as much for their labors as others of equal abilities receive for a far less responsible service. The blacksmith who shoes our oxen and horses, the carpenter who erects our houses and workshops, the shoemaker who labors to clothe our feet, and those who cover and beautify our persons,—are more abundantly rewarded than those who labor to "form the common mind" and fit it for its high destiny. Our male teachers receive an average of thirty-eight dollars per month, our female teachers seventeen dollars. Everything is said to be worth what it will bring in the market. What then is education worth in Oxford? The true answer is,—not so much as the clothes you wear, not so much as the shoes for your feet, nor so much as the gratification of taste.

The teacher of music, the fashionable dress-maker, the artist, asks and receives with all readiness, very much higher wages than the common school teacher. This ought not so to be. And we earnestly avow our conviction that our schools will never attain the desirable degree of perfec-

tion until the services of teachers are more fully appreciated and more worthily rewarded. The marketable value of education needs to be raised fifty per cent. We shall then be able to secure a first-rate article.

School Committee.—JOSEPH SMITH, J. P. DANA, NATHANIEL EDDY.

PHILLIPSTON.

The schools in our town during the past year have, in the opinion of your committee, been attended with unusual success. We attribute this, in a great measure, to the judicious selections of teachers. The district agents deserve much praise for the care they have used in this respect, and some of the districts have done themselves much credit in repairing and improving their school-houses. All this is proof that there is a deep interest felt by the people of the town, for the successful efficiency of our schools. This interest should be encouraged, until it takes a deeper hold of us all, and until we all understand and appreciate, in some measure, the importance of the great duty of wisely educating our children.

In our Common Schools we have aimed, perhaps, too much to educate the intellect of children, and done too little for their moral culture. Let a higher standard of morals be raised in all our schools, and a manly, virtuous deportment characterize them, and then we shall bring a generation of real gentleman and ladies upon the stage of life, fitted for all the responsibilities of the various spheres they may occupy. This requires continued labor and unceasing effort. The mental faculties of children conform themselves to the ideas that are constantly before them. When these ideas are low and debasing, their mental faculties become debased, but when they are pure and ennobling, their faculties take on a corresponding character. Useful knowledge, such as the elementary branches, does not flow into their minds spontaneously, but is acquired only by diligent application, and close and persevering study. Text-books are to them treasuries of ideas from which they are to enrich their own minds.

The work of the school-room is mutual between the teacher and those taught, and a mutual sympathy should be manifested by all. When it is so, kindness and love will easily rule over the sensitive natures of children, and as soon as they see their teacher really interested for them, they will love to study, and take the greatest pleasure in their own improvement. All their powers and energies will be brought to this noble work with the happiest results, which will not only be gratifying to themselves, but to all who feel an interest for them. The secret of this is, the teacher really sympathizes with each child in the school and thus arouses their mental powers, and directs to a noble end all their impulses. Where this is wanting, a school is of little use. It is spiritless, and drags itself along from day to day, till its session is closed, to the great relief of all concerned.

School Committee.—REUBEN SPAULDING, JASON GOULDING.

PRINCETON.

The general tone of our schools the past year has seemed to be harmonious, and they have been generally quite successful.

The standard, at present, is not of a high order; nor can you expect it under existing circumstances.

You appropriated, the past year, for school purposes, the sum of eleven hundred dollars; while the statute demands for your children, six months schooling in the same time. Shylock was not more tenacious of his right to the pound of flesh, than are some of our citizens, that you shall fulfil the requirements of law in this particular. And we may as well say here as anywhere, that, in our judgment, you cannot do better by your children, than to place them for that length of time, at least, under the care of competent and judicious instructors. You will understand, however, that in giving this opinion, we in no way endorse compulsory measures to bring you to that standard against your will; but regard it as a matter simply, in which you are to act with freedom; assured that upon careful consideration, the requirement will commend itself to your reason, and that in the "good time coming," your interest in our Public Schools will be such as to lead to cheerful extension, even beyond present limitations.

Your committee have been able, by careful management, to meet the desire of the town as expressed at the adjourned meeting of April last. So in school matters, certainly as far as time is concerned, you have during the past year been law-abiding. To accomplish this, it has been necessary, in most instances, to employ home teachers, and these in some cases, at a personal sacrifice. We mean by this, they have taught for less wages than could have been obtained elsewhere. Then some of the teachers employed have been young and wholly without experience. On the whole, with the generous sacrifice which our more experienced teachers have been pleased to make, and remain with us, and the quite general success of those commencing, we have regarded ourselves fortunate; and are prepared, as intimated in commencing, to report a state of things somewhat satisfactory.

Is it true, then, that eleven hundred dollars is a sum sufficient for school purpose? We reply, it is enough, and it is not enough. Follow us a moment, and we will attempt to prove that here is no contradiction.

First. It is not enough to enable your committee to look up teachers of note, wherever they may find them, and offer sufficient inducement to obtain their services. Neither can they offer such encouragement to home teachers as shall lead them to incur the expense of thoroughly fitting for the work. Now until this be true, manifestly, the standard of our schools will never be all we desire.

Second. It is enough, probably, to enable your committee to pursue very much the same course they have the past year; and, better still, it is

perhaps enough, provided by any arrangement it were possible to lessen the number, and enlarge the size of our schools, in such a manner as to secure a more judicious expenditure of the money.

We say judicious expenditure, as the experience of past years confirms the belief, that our most successful schools have been, and are, those numbering from forty to forty-five scholars, under the tuition of first-class teachers. Now if such a teacher can well care for that number, there must of necessity be a waste of energy, and consequently a waste of money, in a school of fifteen or twenty.

With ten school districts, we have in town two hundred and thirty-four minors between the ages of five and fifteen years, as returned by the assessors the past year, or twenty-three and four-tenths to each district.

Could the number of our districts be reduced to seven, we should have an average to each of forty and three-fourteenths, a number, it will be readily seen, which in the hands of a skilful and energetic teacher would not be objectionable. You can but notice that with such an arrangement, your present appropriations would largely increase the proportion of each district; as instead of \$115.43, the present amount, State money included, the share of each district would be \$164.90.

Superintendent.—EDWARD E. HARTWELL.

SHREWSBURY.

Remarks Concerning Reading and Defining.—One of the common errors in our own, and in the majority of schools everywhere, is the want of care on the part of the teacher to insist on a thorough understanding of what is read by the pupil. This cannot be done without knowing the meaning of the words. Children could be taught to read Hebrew text with perfect accuracy, without understanding the meaning of a single word, yet it would be of no value to them. Too much in this manner they are taught to read their own language. They are treated as if they knew by nature the meaning of the words, and only needed to be taught how to spell and pronounce them. Whereas the majority of children in our schools do not know the meaning of more than three or four hundred words of the twenty odd thousand in the language. And when we consider that to the majority of persons their school-days constitute the only portion of their lives during which they make very much addition to their stock of valuable words, as they are early compelled to seek some laborious pursuit to earn a living, we see one of the chief explanations of the fact which often surprises us, that persons who can read a page with so much apparent ease, care so little about reading. It is largely because their knowledge of the meaning of the words of our language is so limited that they derive little pleasure or benefit from it. And when we consider that reading is chief of the

means by which knowledge is diffused through the masses, and the minds of men cultivated, we can scarcely over-estimate the value of thorough training in it; and there can be no thorough training apart from an understanding of the meaning of the language, and the words read. Schools No. 2, 5 and 6 deserve especial praise for the manner in which this branch was taught.

School Committee.—WM. A. MCGINLEY, WM. H. KNOWLTON, GARDNER RICE.

SOUTHBRIDGE.

One of the greatest defects in the education of children is in neglecting to accustom them to labor. It is an evil most prevalent in villages and cities. A certain amount of work is necessary to the proper education of children; their future independence and comfort depend on their being accustomed to provide for the constantly recurring wants that nature entails on them. Even if this necessity did not exist, moderate employment of some kind would preserve them from bad habits, promote health, and enable them to bear the confinement of the school-room, and teach them more than anything else appropriate views respecting their future welfare. It is too often the case, that children after spending six hours of the day in school, are permitted to spend the rest of the day as they please. They do not consider that their success in after life depends upon the improvement of their youthful hours. Hence, they do not, like Wilberforce, "seize and improve the shortest intervals of possible action and effort." They grow up in the world without a knowledge of its toils and cares. They cannot appreciate the favors bestowed on them by their parents, as they do not know the toils they cost. Their bodies and minds are enervated and they are constantly exposed to whatever vicious associations are within their reach. The daughter probably becomes that pitiable object—a fashionable girl, with a "trifling mind." The son, if he surmounts the consequences of his parents' neglect, does it probably after his plans and station for life are fixed, when a knowledge of some of its important objects come too late. No man or woman is thoroughly educated, if not instructed to labor. Whatever accomplishments they possess, whatever their mental training in the voyage of life, they require some practical knowledge and experience derived from accustoming themselves to useful labor of some sort.

School Committee.—EBER CARPENTER, W. W. WILSON, MANNING LEONARD.

STERLING.

There are some from whom we must honestly and kindly differ in respect to the management of our Common Schools. We believe many of our schools will compare favorably with those of neighboring towns. But

we are not therefore contented without further improvement. What our neighbors do, or fail to do, what a district school is elsewhere, or always has been in certain parts of our town, is no criterion for us. The plain fact for our consideration is this—here are twelve schools in which the majority of the youth receive their highest education. In these twelve school buildings are combined our Primary, Grammar and High Schools, for we have nothing higher. If they are poor, yet are they our best. If they are primary in the front row of pupils, they are our finishing schools in the back row. By the laws of the State, a town having five hundred families must support a High School. For the lack of a hundred families or so, Sterling is not held by this statute; but is there not a law written by the Almighty in the heart of every parent, requiring that the means of education be just as good among us as the circumstances will allow? If we can have nothing but “common schools,” how anxious should we be to make them *uncommon schools*.

School Committee.—SAMUEL OSGOOD, P. M. RUGG, J. C. LABAREE.

STURBRIDGE.

In presenting our annual report, we shall deviate from the usual course so far as to omit the customary criticisms of individual teachers and schools. The utility or expediency of such criticisms is doubtful; they are certainly open to these objections: First, they often do gross injustice to teachers by awarding unmerited praise to some, and bestowing undeserved censure upon others.

The reason of this is obvious. It is impossible, in the nature of things, to point with unerring precision to the causes which have contributed to success in one case, and to failure in another. And even if it were possible to do so, committees are not always disposed to do exact justice to all. They are not so much different from other men as to be entirely free from private piques and personal predilections. Members of the same committee differ widely, also, in their estimate of what constitutes a good and successful teacher and school, and consequently teachers and schools which are, on the whole, of equal merit, present a very different aspect in the pages of the committee's report.

The same teacher will not, and in fact cannot, succeed equally well, or even at all, in different schools. This is so obvious that it needs no illustration from us.

The second objection to these criticisms is, that they do not tend to produce better teachers or better schools. On the contrary, often, they have the effect to drive many excellent but highly sensitive teachers from the profession in disgust and discouragement.

For the foregoing reasons, and others which we have not time to mention, we prefer to speak of our teachers and schools in general terms only.

The teachers of our schools are the most poorly paid of any class in our community. Fellow citizens, look over the table we have presented, and compare the wages paid some of the instructors of your children, with those paid the most unskilful laborers upon your farms and in your workshops. If the comparison does not cause the blush of shame to mantle your cheeks, we shall be almost ready to give you over as incorrigible. Remember that the wages we have given in the table include the board of the teacher. Is it any wonder that the best teachers soon leave the profession for some more remunerative employment?

We ask you emphatically, fellow citizens, is the proper education of your children of so little consequence that you are willing to commit it to unskilful or incompetent hands? Will you do this in preference to allowing an adequate compensation to those who have given and are giving some of the best years of their lives to preparation for the work of teaching? Can you afford to do this? You will soon be obliged to do it, or raise the wages of your teachers. Which will you do? "A word to the wise is sufficient."

To the tax-payers who have no children to educate, and who feel that their burden is already too great, and that they ought not to pay for the education of other people's children, we beg leave to say, that the proper education of the children is the surest guarantee, under Divine Providence, of the permanence and stability of the civil and religious institutions under which we have enjoyed such rich blessings; it is the surest preventive of pauperism and crime. Said a wealthy and intelligent citizen, "I had rather be taxed for the education of the boy, than for the ignorance of the man: for one or the other I am obliged to be." His choice showed his wisdom.

School Committee.—EMERSON JOHNSON, JOHN M. CHICK, HENRY E. HITCHCOCK.

TEMPLETON.

It will be seen from the following report that the school committee have said less concerning the teachers, in the way of either personal commendation or censure, than in some former school reports. We have chosen rather to give the chief prominence to those things in the management and condition of the schools, which the people of the town are most interested in knowing. Eighteen different teachers have taught in our Public Schools the past year with various degrees of success. Their certificates of approbation are the testimony of our judgment of their literary and moral qualification to fill their places as teachers; some being, of course, more

advanced in education and experience in teaching than others. It is due to the teachers, who have been put in charge of our schools the past year, to say in general, that they have performed their work with fidelity and good judgment, and have, in a large measure, accomplished the object sought in our schools,—the proficiency of the scholars in knowledge and moral culture.

School Committee.—LEWIS SABIN, EDWIN G. ADAMS, GERARD BUSHNELL.

WEBSTER.

Among the greater and more immediate wants in behalf of the interests we are considering, is a school where an academic course of instruction can be systematically and thoroughly given. We shall act upon the presumption that it will not be necessary to go into very extended argument to convince any one of the importance of such a school.

Within a few years Webster has felt a new impetus of life which cannot fail to be highly gratifying to all interested its prosperity. The variety and growth of its business have largely increased its population, and the prospect for a continued increase is indeed flattering, placing new responsibilities upon us which we should not fail to recognize and act upon for the coming future.

Now with these business inducements for strangers to come here who must help to give some kind of a character to the place, does it not behoove us carefully to consider what are the advantages we can offer to those whom we might desire should come among us? More than once within the present year have we been inquired of by those who were contemplating making a home in Webster as to its educational advantages; and it may be unnecessary to suggest that such inquiries usually come from just that class of persons whom we should most desire for fellow townsmen, and who also would be deterred from coming by not finding here what they value most.

We might discuss at length the pecuniary advantages which a well conducted High School would be to the town, for we take it for granted that intelligence and enterprise are co-workers; but we will leave this part of the subject for the reflection of others, simply remarking that we earnestly recommend the establishing of such a school upon higher ground than that of any pecuniary nature,—the lasting benefits it may be made to confer upon the young standing pre-eminently above all other considerations.

School Committee.—FRED'K D. BROWN, E. G. BURNETT.

WESTMINSTER.

Some of the teachers, assisted by their pupils, have greatly improved the appearance of their school-rooms, by appropriate mottoes and a tasteful ornamenting with evergreen and natural or artificial flowers. No. 6, winter

term, has excelled in this particular. We cannot too highly commend this practice, and hope to see more attention given to it. The beautiful in nature and art helps to develop the beautiful in our children and youth. *No. 8 has made a good beginning in the matter of setting out trees in the space in front and around the school-house.* We hope that care will be taken of them so that they may come to maturity, when that district will have the most pleasant grounds of any in the town. It would cost but little, and would be of great advantage to our schools, if the surroundings of our school-houses could be rendered more pleasant and attractive.

High School.—We beg your indulgence while we say a few words upon this delicate and yet very important topic.

According to law this town is not obliged to sustain a High School. But we submit, whether one is not needed as much for our youth, as for those of other towns having a few hundred more inhabitants? The burden would be a little greater but we think the advantages would be corresponding.

It is said, "We will improve our Common Schools so that we shall not need anything else." But all experience shows that when the schools of a higher grade are the best, the Common Schools are also the best; and *vice versa*. This town would not likely to be an exception. Unless our youth have as good facilities for education as those of neighboring towns, and of the Commonwealth generally, we shall, we fear, in a few years, be ashamed of ourselves, or ought to be. Moreover, a complete school system, within reasonable limits, would be a positive pecuniary advantage to the town. Families which desire educational privileges will come into town, or remain here, if we have good schools, other things being equal. Otherwise, they will go elsewhere. Thus there would be a direct influence upon the value of real estate.

Again, some will send away their children to other towns to attend school if we do not furnish a good school for ourselves. And the money taken out of town to support five pupils for one year, would support a good school for forty or fifty pupils for the same time.

Finally, if we neglect to act in this matter, we shall find our community depleted of some of the most desirable citizens; and the majority of our families who are permanent residents, deprived of educational privileges calculated to inspire them with self-respect, and to fit them for those positions of honor and usefulness to which they may reasonably aspire.

School Committee.—CLINTON WARNER, T. D. WOOD, M. H. HITCHCOCK.

WORCESTER.

No other study occupies so much of the scholar's time in the Public Schools as arithmetic. The average time given to it by each pupil before entering the High School is a daily recitation for eight years, twice as much

time as is given to grammar, eight times as much as is given to history, or physiology, and four times as much as to writing.

If, with so much of the school life given to the science of numbers, our children do not become accomplished arithmeticians, a serious defect must exist somewhere. We think that the defects which we discover, and we confess them to be numerous, are not so much to be ascribed to defective teaching as to defective books. It is far less the fault of the teacher than of the publisher and the book-maker who have expanded the arithmetics, of which there should never be but two, one mental and one written, into a series of five, through each of which the child must wade as through a swamp, and the wonder is that in the attempt he does not oftener get swamped. In these prolix treatises, the principles which ought to be as simply, concisely, and clearly stated as human language can state them, are buried in a mass of words, enigmas and puzzles which distend to fifty pages what ought to be comprised in ten, and every principle is burdened with an array of examples which serve rather to confuse than to enlighten the mind, and by their order, arrangement, and mode of statement, to conceal rather than reveal what the child is seeking to learn.

Government and Discipline.—In a community having the wisdom to organize and the enterprise to maintain a good system of Public Schools, free to the children of all classes, there can be no controversy concerning the propriety and necessity of exercising over them an efficient control, a firm and consistent government. But even in such a community there are serious differences of opinion as to what constitutes an efficient control, a good government. Those who lose sight of the fact that a government has duties as well as rights, that it may not only enact laws, but must also enforce obedience to them when they have been enacted,—would have every school a democracy, deciding all questions, even of abstract right and wrong, by a majority vote,—the vote of the most ignorant or vicious counting as much in the result as that of the wisest, or the best. Others, again, mistaking a parental government for a government of the parents, would vest the control of the school in the fathers and mothers of the pupils, and make their diverse, crude and contradictory opinions the teacher's law. Hardly a greater misfortune could befall a school. Hence the laws of the Commonwealth have guarded that point. The legal control of the child passes from the parent to the teacher when the child enters the school-room; but the parent still has an ample field for the exercise of his authority at home. During eighteen hours out of every twenty-four, parents have exclusive authority over their children. If that authority were prudently and continuously exercised, if the child's associates were wisely chosen with the knowledge and sanction of the parents in every instance—if the child visited no place or person, and communicated with none, either by word or note, without the parent's previous knowledge and

approval, teachers might be spared much trouble, committees much pain, and parents much grief. On the discipline of a school, as of a family, or of an army, hangs its welfare, its efficiency, and its success. A person who can teach accurately and thoroughly cannot claim the first rank among teachers, unless he can also awaken and sustain the enthusiasm of his pupils, and at the same time keep them in the most respectful subordination, cheerfully submissive to his authority and actively obedient to his will. To bring a school into this very desirable condition, the teacher must be clothed with all needful authority and be authorized to enforce it when necessary by such means as a wise, firm, and affectionate parent may properly use in disciplining a perverse, stubborn and disobedient child.

The results of the modern attempts to banish corporal punishment from the family and the school, or to abolish it altogether, have not been flattering to the philosophers who have so strenuously advocated it. Instances are daily brought to our notice, such as would convince the most skeptical, if they are honest, that among all the improvements and inventions of the last three thousand years, no adequate and satisfactory substitute for "the rod of correction" has been discovered. And yet nothing is clearer than that the teacher should administer the rod only as a firm and affectionate parent administers to his darling child a nauseous medicine, under the pressure of a necessity which is unquestionable, and then, "more in sorrow than in anger," mindful that the great Master, who teaches and disciplines us all, "in the midst of wrath remembers mercy."

Classical and English High School.—The teachers, satisfied of the failure of the self-reporting system, voluntarily abandoned it, thus anticipating an order of the board rejecting it from all the schools of the city. Theoretically this system is an appeal to the honor and truthfulness of the scholars, and is supposed to cultivate the conscience and strengthen the virtues of veracity and frankness. Practically, the reverse is found true. It presumes too much upon the moral strength of the young, and subjects them to a test which few adult persons would successfully bear. However sensitive and faithful, their moral faculties are yet weak, and their conscience not strengthened to withstand too great a temptation. When therefore the most unscrupulous, by fraudulent reports, take superior rank and appear as well as those perfect in deportment and scholarship, the temptation to falsehood becomes great. One successful deception leads others to try the same. They are impelled to it for self-defence that they may not suffer in the comparison. Especially is this true, when to all ordinary motives is added the stimulus of the prize medals, for whose assignment the school rank is taken together with the special examination. Surely there are temptations enough to exercise the virtue of the young without adding to them any that are factitious and needless. Better far have no record of rank than that the better nature of any should suffer.

Nor is this all. Teachers feel themselves relieved of the responsibility for the order and good government of the school, and instead of exercising careful supervision shift the burden to the pupils' conscience. The young pupil is left to place his own estimate upon misdemeanors committed and to be the sole judge of the magnitude of his own guilt. The line is shadowy and difficult to draw. The scholar naturally favors himself. Sometimes memory is at fault. Thus there is constant tendency to lower the standard. Unconsciously he becomes lax and easy. Without intending to report falsely, the habit of prevarication and concealment readily grows, till the keen sense of right and truth is preserved by the few, and blunted in the many who fall away and degenerate. This is believed to be the common result. The system is condemned by many of the best and most experienced teachers, and has been rejected from many of the schools where once tried. The children of our city are in this respect no worse than those elsewhere. Yet our want of confidence in the reports thus given compels us to say that so far as the rank and medals are based upon them, they are so vitiated as to be practically worthless. We are glad that the system is rejected, and believe that the careful supervision of the teachers will secure better order, while silent confidence in the teacher's honor and veracity, without too severely testing them, will be a sufficient appeal and exercise for their culture.

For two years the attention of committee and teachers has been carefully directed to the course of study and its results. The course, too extended, and nominally embracing studies that were never pursued, was so abridged and classified as to follow a natural order. It is folly for a High School to attempt too many things and aspire to rival the college. Better far accomplish a little thoroughly, than to pass superficially over a more showy or high sounding list of studies. Finding some text-books in use which were designed for college classes, older and more advanced than any of our pupils, more elementary ones were substituted. It is better to master whatever is touched than to labor fruitlessly over books beyond their present comprehension, and to advance by regular steps, than to leap at heights which cannot be suddenly scaled. There is sad lack of simplicity in our text-books, generally prepared by devotees in love with their speciality. All possible minutiae and details are crowded into them, and they become encyclopædias for reference instead of compact and elementary treatises for beginners. The memory is surfeited and the pupil lost in the wilderness. Information without mental vigor to use it is worthless lumber in the brain. Training should be the first aim as it is the better part of education. The acquisition of information and memory of facts should be subordinate to force and facility of thinking, clear sight and firm grasp of principles. Compact, well arranged, carefully worded elementary text-books, thoroughly mastered, would be a great improvement

over the crammed and cumbersome treatises, superficially studied and poorly comprehended.

For the fourth year a normal course was arranged for girls giving systematic and thorough review of geography, arithmetic and grammar, with special reference to teaching. The results thus far witnessed have been highly gratifying. The opportunity has been eagerly accepted and the class has been large and earnestly interested. A number of the graduates have appeared before the examining committee of the board, in competition with experienced teachers, and have acquitted themselves in a manner creditable to the school and honorable to themselves. Several of these are now teaching in the city with marked success. Weighing experience, attainments and natural gifts as equitably as possible, the committee give preference, other things being equal, to those educated in our own schools. It is hoped that thus added stimulus will be given to the ambition of pupils, while the standard of scholarship is elevated among teachers.

A commercial course for the same year was arranged for the boys, embracing studies of immediate utility in business pursuits. This course also has found favor and promises excellent results. Although no man can become an accomplished accountant without experience in real business, still here, as in all professions, theoretical knowledge is the best preparation for speedy acquisition of the teachings of experience.

A finished style of penmanship, familiarity with accounts and business forms, and acquaintance with principles and methods, although not to be acquired in the High School sufficiently to fit a boy to assume at once a post of great difficulty and responsibility, certainly prepares him for more rapid advancement to the higher branches of business. The favor with which commercial colleges are received in our principal cities indicates the need that has been felt in this direction. Our High School, which affords the sole opportunity of the kind to so many boys, should supply the elementary knowledge of book-keeping which every man in whatever calling requires. The class in the United States Constitution, committing that document to memory, and using an elementary text-book for commentary, has shown an interest in the study and a comprehension of it beyond the committee's expectation. Few of the voters in our land to-day understand so well and can discuss so intelligently as these boys, the organization of our government and the functions and limits of its different departments. To this study has recently been added that of political economy. Although the rapid march of events, with new and unexpected developments render this peculiarly an unsettled science, in whose doctrines experts are by no means agreed and the wisest are often at fault, still it is one whose topics, labor and capital, tariff and taxes, commerce and manufactures, start problems that demand the attention of every patriot. Without indoctrinating pupils into the dogmas of any party, much will be gained if they only fairly see

what are the problems that perplex and divide honest men, and what are some of the practical bearings and applications of accepted principles. Scarcely any study can be named more immediately useful than this in preparing boys for the duties of society and country in these troublous times.

Superintendent.—J. E. D. JONES.

HAMPSHIRE COUNTY.

AMHERST.

Classification can be properly made only when schools are graded. Under the district system, gradation is very difficult, if not impossible.

Connected with this system, there seem to be many disadvantages, or positive evils, among which the following may be named:

1. Liability to have incompetent agents. District committees are often chosen, not from any supposed fitness for the office, but with a view to equalize burdens.

2. Frequent changes. Committees are chosen annually, and seldom serve the second consecutive term. With new laws come new lords. The in-coming administration marks its advent by a change of ministers. There is always a loss in the change of teachers.

3. To equalize the number of pupils in the several schools, and secure like advantages to all is impossible, while district limits are to be observed. In one district, for example, with but one house, 175 pupils are calling for accommodations, while in another, the town has sustained, during the last year, a school averaging not more than 10 scholars.

We are all aware that little more than the shadow of the district system now remains in our town. But we believe the removal of that even, would be promotive of the best interests of all the schools, and eventually give satisfaction to all the people.

Thoroughness.—What is worth teaching at all, is worth teaching well. It should never be taken for granted that the pupil understands what is taught him. And the best evidence he can give that he understands what is taught, is that he is able to reproduce the idea he has received. We never understand a proposition well enough, if at all, till we can commu-

nicate it. We would therefore make thoroughness—a clear and distinct understanding of what is taught—a test of ability to teach.

Ideas.—Sufficient importance is not paid to the distinction between words and ideas. We use language as a medium of thought, and in education we teach the nature and use of words, as the artisan does the names and design of tools. With some teachers, this distinction is not observed, and their pupils learn words—words.

The proper object of instruction is two-fold. 1st. Mental development. 2d. The acquisition of knowledge. The last, though the ultimate end of education, in a course of school discipline is of but secondary importance.

The mind is not to be regarded merely as a receptacle of facts, but as a laboratory—an engine for the production of thought. The amount of knowledge imparted, in a given time, is not the best test of a teacher's success, or the pupil's proficiency. It is the manner in which it is accomplished—the degree of intellectual attainment arrived at.

When this matter is better understood, our children will be better educated.

It is a remarkable fact that the High School alone has saved to the town, during the last year, an expense greater than the entire appropriation for all the schools of the town during that period. The number of pupils in the High School, averages about fifty. But for this school these pupils must have been sent out of town in order to gain no better advantages than they have here received. But upon a very moderate computation this would have involved a cost for each pupil of not less than \$100 per year. In other words, the actual cost to the town of the instruction furnished in the High School during the last year, had this instruction been gained in any other available way, would have been at least \$5,000, or one thousand dollars more than the expenses of the town for all its schools for the same time. This problem is a very simple one, and a similar calculation made in reference to the Grammar Schools would show similar results. The fact is, that the schools of Amherst are not an exorbitant expense, but are a true and great saving of expense to the town. We cannot do without the instruction, and we cannot gain it so cheaply or so well in any other way. Because the expense comes to us in the form of taxation, it may seem heavier, but is in reality much lighter. We pray the town, therefore, to continue what it has so well begun, and be not satisfied till it has made perfect that which is already good.

School Committee.—R. B. HUBBARD, J. H. SEELYE, M. B. GREEN.

BELCHERTOWN.

We would once more express our opinion in favor of the employment of female teachers as far as practicable, even in winter. They are peculiarly

adapted to impart instruction to the young. But when employed, especially if there are large scholars, it ought to be the fixed purpose of the district to sustain them, unless it be a case of very decided incapacity. It is hard for any teacher to get along, with one part of the district indifferent and the other part finding fault, and that too before their children; but a female teacher in such a place with large scholars, could not be expected to have great success.

School Committee.—W. M. N. FAY, C. L. WASHBURN.

CUMMINGTON.

Your committee offered prizes for the best spelling again this year. The trial took place in the village church on the 11th of February. The following districts appeared: viz., numbers one, two, three, four, five, and six. Three hundred and sixty words were put out, and of these, thirty-one were missed. The class in district number 3, consisting of three scholars, missed one word—or on the average one-third of a word to a scholar and took the prize of two dollars and a half. The class from district number 1 consisted of eight and missed four words. That from district number 4 consisted of two pupils and missed one word. That from number five contained eight persons and missed four words. Each of these classes missed on an average one-half a word to a scholar, and each received a prize of two dollars. The class from district number 2 consisted of ten and missed seven words, or on an average seven-tenths of a word each, and took a prize of one dollar. The class from district number 6 consisted of five persons and missed fourteen words, on an average two and four-fifths of a word each, and received no prize.

After the foregoing prizes were awarded, the class in number 6 were requested to come forward, and your committee proposed to give a prize of one dollar to the one who would spell down the others. The class gradually dwindled till one remained. This was Martin Dorsey, the son of an Irish citizen who has shouldered his musket and gone to maintain the government of his adopted country, and perpetuate the privileges purchased for us by our Revolutionary fathers. All honor to the patriotism of the father! all honor to the son who has made such good use of the privileges he has enjoyed. All honor to the school system of Massachusetts, which confers upon the poor as well as the rich, the son of the stranger as well as of the native born, all the means for securing a good education without money and without price.

School Committee.—J. JAY DANA, J. W. ROGERS, ETHAN CLARK.

EASTHAMPTON.

We will call the attention of the town to some improvements that have been made, to some that still need to be made.

Of those already made, one is greater permanency in our teachers. Nearly one-half of our schools have been taught by the same teachers through the year, and some much longer than that, and generally with success.

A good teacher will always, unless there are some disturbing causes from without, succeed better a second term than the first. When a new teacher comes into school, the scholars "have to try her" to see what spirit she is of, but when one whom they have already tried and "found not wanting" returns to her place, the time and trouble of trying her are saved, and teacher and pupil fall naturally into their proper places; the peculiarities and progress of each pupil are known, school is promptly organized and in successful operation.

Another desirable improvement, or what seems to us so, is the abolition of the district system. This was recommended by your committee a year ago, but did not find favor in the eyes of the town. We do not purpose to discuss that subject now, further than to say, that the experience of the past year, in which there has been a mixed system, some of our schools and and school-houses being directly and fully under the care of the general school committee, and others partly under the care of the prudential committees, has increased our conviction of the wisdom of that recommendation.

Another improvement demanded, is greater regularity of attendance. Tardiness and absence are altogether too frequent, at least in some of our schools. The child who is absent one day in a week, can no more make progress as a scholar, than a mechanic or a farmer who loses one day in a week, can be successful in his occupation. He may be carried along by the force of the class, as smoke is carried up chimney by a current of hot air, but when the class drops him at the end of the term, he drops about where he was at the beginning. Nor is he the only one injured; the whole school suffers. His class must be kept back on his account, or he must fall behind or drop out, and in either case he becomes disheartened, and who can estimate the injury that a single discouraged boy can do to a school? If the child were at work in a factory, no parent would think of keeping him out for a single day, except from necessity, and that necessity would be promptly explained, or the child would be discharged. But how much better is a school than a factory! how much more serious an injury to the former than the latter!

We will name but a single other improvement which the circumstances of the town seem to demand, and that is a permanent school for our more advanced scholars.

It may be remembered that the report three years ago, alluded to the same subject, "more as a suggestion than a recommendation," but with the increase of scholars and the gradual change in their character, consequent upon the increase of population, the committee's suggestion must pass into a recommendation, and the recommendation of the committee is fast becoming an imperative demand of the town.

But a school of the lower grade would meet the wants of a great number. There are some in all the schools in town, and a large number in the higher department of the Centre School, who, from age or attainment, or habits of insubordination, are not improving as they ought. Many of this class attend at the Seminary, not because they are prepared to enter there, or because it is in itself desirable, but because, under the circumstances, it is the best they can do. The tuition paid by scholars from this town is some eight or nine hundred dollars per annum, and one-half or two-thirds of these scholars would be provided for in a school such as we are considering. The papers tell us that our town pays the largest income tax of any town in the 9th Congressional district.

Shall such a town have in it no free school above the grade of a district school, taught at \$5 per week? Shall we not suffer in our reputation and in our character, and seem to have made a mistake as to the true basis of prosperity, if with our material interests thriving as they now do, we make no better provision for the education of our children?

School Committee.—E. A. HUBBARD, LUTHER WRIGHT, H. G. KNIGHT.

GOSHEN.

The committee have a few suggestions to make for the further improvement of the schools:

1. Retain all the improvements which have been made. Let none backslide.

2. Pay more attention to spelling, reading, and writing. We think too much time is given to arithmetic and some other (so called) higher branches, and not enough to those just named,—there is great temptation for a young teacher to do this because it shows more. We think a good reader is rarely found in our schools. This ought not to be. We have had some exceptions to this the past year. And a candidate for teaching, who will not qualify herself to read well, and take the pains to teach it, ought to be pronounced unqualified to teach school. As to teaching writing in our schools. No professional writing-master thinks of coming up among these hills to teach classes. Scholars are so few, if they appreciate it, it will not pay. It must be taught here or nowhere.

School Committee.—SIDNEY HOLMAN, GEORGE DRESSER.

GRANBY.

As we sit down to write this report, memories of the buried past come thronging the mind. We see the old school-house where our fathers learned the rudiments of reading, writing, ciphering, and spelling—its dingy walls covered with rude hieroglyphics—its broad fire-place with its huge “back logs” on a cold winter’s day, sending volumes of flame rolling and roaring up the chimney—its row of writing-desks, sweeping round three sides of the room, where the older boys and girls confronting each other took their daily lessons in hand and heart culture—the long classes of pupils, men and women grown, drawn up on a line to read and spell—and lastly, the schoolmaster himself, a perfectly unique specimen of humanity, whom nature never duplicates in the same place and generation, who, year in and year out, until his stalwart frame succumbed to age, moulded the minds of rising generations in our midst. As in imagination we bring him before you, we can almost believe that hands and backs that had forgotten their smartings for threescore years, are twinging afresh. Our old men have painful recollections still, of the huge ferule that ever and anon came thundering down upon the writing-desks—the stentorian voice of the master, heard even above the din of the school-room, summoning some unlucky urchin upon the floor for a “flogging;” and his tantalizing deliberation in selecting the rod from among a handful of well-chosen hazels and hickories, hanging above the fire-place, always ready and well seasoned. If Saracen mothers frightened their children into obedience by the terrible name of King Richard, verily our mothers possessed a name of equally talismanic power in the old schoolmaster, that whispered even, over the cradle, must have hushed its occupant into instant obedience and submission. But the old schoolmaster, like all other terrestrial things, had his day and passed away, leaving the hickories and hazels once more a chance to gain upon the highways, and a race of pupils well hardened for life’s hardships. Following him, comes the long line of itinerant pedagogues, many of them equally ready for a winter’s job of thrashing in the barn or school-room. What tough ferules they carried! How easily a stroke would raise the cuticle on your tender palm! How many blisters did the boys often count upon their hands at once! What helps were those leather spectacles in finding the way to a neighbor’s to learn the time of day! What a peculiar twist would the boys’ ears sometimes receive, involuntarily causing the hand to seek the head to ascertain if it were minus an ear! How heavy were those books, held in a horizontal position until the muscles could stand the strain no longer! How elegant the curves made by the older boys as they held the tenpenny nails in the floor, when minutes seemed hours, and the vertebral column to have lost its power of ever again assuming the perpendicular! How many of your old masters, dear reader, did you absolutely and unqualifiedly hate? How many vows did you make in your school-boy

days to whip your master when you got to be a man? Is it strange that old Murray was the most detested of all books, when every failure to commit his unintelligible principles brought a fresh application of the ruler? How we wished that the road up the hill of knowledge to the temple of fame, had no sticks, or nothing whereof to make ferules by its side! We verily believe that winter has seemed more gloomy and terrible to us from its early association with gloomy and terrible schoolmasters, and that summer comes to us with more cheery suns and skies, because in our young years, life was lightened by the sweet smile and loving face of many a village schoolmistress, whom, God bless them, we love to this present time. Only one came across our early skies like the sun's eclipse, and much like those terrible masters, and she — do you wonder? — lived an old maid! Let us not be understood as speaking contemptuously of the whole body of old schoolmasters, for some of them, we know, were worthy workmen, and we cannot well see how the times in which their lot was cast, as a class, could have dispensed with them. But we do rejoice that in our day a different class of educators has arisen, and a different system of training been adopted; and all we have written has been simply by contrast to call your attention to the peculiarities and excellencies of the present. During the past year all our schools have been taught by female teachers, and we think they have never been more successful. We always expect now to find a pleasant intercourse between teachers and pupils, and love governing in the place of former fear. Kind words have supplanted hard blows, and the school-room no longer seems a place of "durance vile," towards which scholars drag reluctant feet, and from which they escape with shouts at each day's close. Blessings on the village schoolmistress! Day by day she pursues her quiet, unostentatious, almost unnoticed pathway in life, too rarely receiving sympathy or a kind word even from the parents of her pupils; but the children love her, and benedictions from their lips will follow her henceforth and forever. It almost makes one forget that sorrows are in the earth to visit the school-room now-a-days. This may seem mere exaggeration to those whose travels have never led them to the school-room door since they graduated under the old regime, and who perhaps would expect to encounter the ghostly apparition of some old master, armed with rod and ruler, should they now attempt to cross its threshold! But if they could only once "screw their courage up to the sticking point," if they would only once enter the school-room during its session, see the smiling, cheerful faces of the scholars as they come up to recite, hear them swell the choruses to the many pretty songs they learn, they would confess, we think, that the music of the school-room is of a different character from that of the olden time, pitched on a different key, and sung to quite a different accompaniment! We always confess to a feeling of profound respect and sympathy for the village schoolmistress. We know something

of the hard, wearing work they have to do, oftentimes irksome from the many dull scholars they are required to teach, and too often expected by unreasonable, fond parents to advance in their studies with the same rapidity as their brighter class-mates, and blamed if they fail to do it; their work unappreciated, and their remuneration frequently less than that received in other callings, sometimes less than is paid by the districts for their board. Stomach versus brains, as brought out in the experience of many a village school-teacher, is a subject worth reflecting upon by this enlightened, educating age. How do such items as these strike the minds of thoughtful men, viz.: Paid Miss —— twenty-one dollars for teaching school in district No. —— the past season. Paid Mr. —— for boarding teacher the past season, twenty-four dollars! The records of many a school district in Massachusetts during the past few years shows as strange a disparity as that. It is possible that our schools may be continued as they are now taught on this scale of low wages, but, is it just? Is it right? Is it honorable? When wages in every other department of labor in our midst have been advanced twenty, fifty or more per cent, shall these workers in the highest of all departments, the district teachers, alone receive no higher remuneration? We pay a raw Irishman six dollars per week to dig ditches, till the ground, or tend swine, and we pay an educated young lady, two dollars and fifty cents per week, to guide, cultivate, educate the immortal minds of children! Thirty dollars for a summer's work! And that in such times as these! A summer's work for an ordinary silk dress! Three months of mental and physical toil, by a well educated young lady to furnish a respectable cloak and bonnet for the next winter's wear! Is it quite time, under such a state of facts as these, for the people of Massachusetts complacently to fold their hands and boast of the perfection of their beautiful and noble school system? We expect our teachers to perfect themselves in their business, to keep up with the times; but pray, will any one show how it is to be done, if they have no other resources than those received from teaching our schools? It is a simple arithmetical problem to solve; wages two dollars, or may be two dollars and fifty cents per week, terms 24 or sometimes 30 weeks; vacations from 22 to 28 weeks, during which time we take for granted teachers must have something to eat, drink, and wear, at what cost each one can figure for himself, and then he can very readily determine how large a margin is left from which the teacher can draw to pay railroad fares to attend Teachers' Institutes, to take educational magazines, or to enlarge her library (?) with standard works upon that noble calling from which she receives so generous a support. Are not our teachers indeed blameworthy, if they fail to devote all their time out of school, aside from the six hours per day, to the improvement of their schools and their vacations to better fit themselves for their great work? These are plain, practical questions; these are unvarnished facts, and we do not yet

believe that the men of Massachusetts, looking them squarely in the face, and fairly reflecting upon them, will fail to right them. Three courses are open before us. To go on as we have in the past, with no increase of appropriations for schools, and giving our teachers, if we can get them, the same miserable pittance as heretofore; or largely to increase the amount raised for schools; or lastly, to consolidate districts, thereby increasing the amount of appropriations to each. Must we not, ought we not, to adopt one or the other of the last two courses? And of these, is not the latter altogether the most feasible and the most desirable? We trust the matter will not be dropped with the report presented in the last town meeting by the committee chosen to report upon this subject, for sooner or later, we are satisfied the change will be brought about, and the sooner, in our humble opinion, the better for all concerned. We look upon it as a great educational folly, to maintain eight schools in the town of Granby, averaging much less than 20 scholars each, yes, less than 15, and sending some to South Hadley to school at that! True, it will cost a small outlay at first—true some scholars will be obliged to go further to attend school, but the people can hardly expect that the town will place a school-house hard by each one's door, and for our own part, remembering our own school-boy days, and its sports, we can see but little difference in running two or three miles back and forth from school, or the same distance around the school-grounds, at noon or recess hours.

We are heartily glad to be able to report a decided advance in orthography, in most of our schools. We have never had so large a percentage of words correctly spelled as at our last examinations. We urge upon our teachers to allow no retrogression here. Let it be remembered that it is only by dint of persevering labor, enjoining upon the pupil the necessity of learning to spell before leaving the District School, urging upon him in all his reading exercises, either in or out of school, to give particular attention to the forms of words, that the eye, by constant training will notice the insertion or omission of a letter as quick as a distortion in a familiar face, that one can ever become a master of the orthography of our language. We never receive a letter in which the eye is shocked by misspelt words, we never read a notice posted up in our public places, whether advertisements, warrants for town, parish or district meetings, in which the King's English is often, too often, most excruciatingly tortured, that we do not go away resolving that the next time we visit the schools this subject shall be urged upon teachers and pupils afresh. We do not expect that our scholars will leave our schools masters of our vocabulary, in this particular, but we do feel that they should be familiar with the common words in our spelling books, and in every day use, with the few rules we have for correct spelling and, above all, with the habit thoroughly formed of never passing over new

words as they are met in reading without carefully marking their orthography, and permanently fixing them in the mind.

In regard to reading, we have but few words of commendation for what has been accomplished the past year. We do not think there is so large a proportion of good readers in our schools, as there used to be years ago. There may be good reasons for it, in the fact that so much more is required of scholars than formerly, leaving but little time for this exercise. And we believe it will universally hold true that if the teacher finds herself crowded and obliged to give the go-by to any branch, it is to this. And so it comes to pass, quite too often, that the reading classes are hurried through their exercises, or excused from them altogether. Then, again, children find so many more books of interest, and written especially for them, than formerly, that they are more in the habit of reading by themselves, and thus usually acquire the habit of rapid reading, quite too rapid, either for their own profit, or others' pleasure. And further, our teachers themselves are very rarely first class readers, and we are confident that for one really excellent teacher in this department, we can find a dozen in any other taught in our schools. We know that such training of the vocal organs as is necessary to perfect articulation of the ear, as will determine at once, the correct modulations of the voice; such appreciation of the meaning and spirit of an author, as will give the correct emphasis, requires long continued practice and patience, both on the part of teacher and scholar. But when we consider how widely different the effect produced by good and bad reading, we see abundant reason for zealous endeavors to make good readers. Good reading and good spelling we wish might be the motto in every one of our schools, even if some other things had to be banished altogether in order to carry it out. We may be written down as "Old Fogey," but so be it. We would heartily rejoice to see it adopted and attained, even at the expense of considerable of the time devoted to geography and still more to grammar.

School Committee—S. M. COOK, L. S. NASH.

HADLEY.

A kind word here for the important officer to whom you intrust the procurement of the teacher, and the care of the school-house. We are pleased when he promptly does the duty assigned him; first, in relation to a teacher; obtaining the best that the market can afford, and giving fair pay; remembering that a really good one is worthy of her hire. Secondly, in relation to the school-house; seeing that all is right before the term begins, and without delay supplying every want which occurs in the progress of the school.

It is very delightful when we may see, at the opening of the school, that everything is in readiness for the new, or the old teacher ; the stove and pipe all in good, firm condition, and well polished ; the pail and cup, broom and brush in their places ; the cap and clothes hooks all right, for the safe and orderly keeping of the children's garments ; the ceiling whole and white, and the walls neatly papered ; the blackboard of liberal dimensions, well blacked, and a box of crayons ; the table standing firmly on four legs, with a good lock and key ; the chairs (there should be more than one,) equally firm, and all well painted ; the maps well hung, their faces glistening as if delighted to feel the renewing power of the white varnish brush ; the ventilator all ready, with its pulley and cord, to let off the excessive heat or bad air ; the seats and benches so fast to the floor that no scholar can disturb them, unless under the reign of a malign spirit ; the glass all tightly set ; the windows all furnished with good springs or buttons, and so fitted that no whirlwind nor gust of wind can move them ; the blinds and doors all on good hinges, with good fastenings, so that no clatter from them shall disturb the proper work of the school, and so hung as to swing freely, when opened or shut ; a good wood-box, and the wood apartment supplied for the year, with good, hard, well cut, split and piled wood ; the yard clean and smooth, adorned with shade trees and flowers ; the fences in good repair ; the out-buildings very carefully attended to ; and good hitching-posts, to accommodate the numerous friends from abroad, who will wish to visit the place of learning which is thus rendered attractive.

And then it is pleasant to have a good understanding between the prudential and superintending committees, so that they shall be as two hands of one person. Thus only can we hope to secure the best equalization of school privileges in the different districts, as to length of schools, and adaptation of teachers.

Our impression of the value of Normal School training, and Teacher's Institutes, has deepened with the experiences of the year. These will not, indeed, make one who has not a real taste and talent for the work, a first class teacher ; but rightly used they will contribute much towards it. So, also, will the careful reading of books and periodicals designed for this end. With works on object-teaching, and charts to aid in it ; on gymnastics also, every teacher should be familiar. We do not endorse all the new things recommended by the various writers on education ; but the person who does not take pains to keep posted on the doings of the living world, is likely to exhibit marked defects in the work of teaching. The best teacher is not, indeed, a servile imitator of any leader, or school of educators, but exercises a discriminating eclecticism, taking what is new and good, from whatever source originated, and incorporating it with the fruits of his own invention. Though freely availing himself of the wisdom of others, he is strongly self-reliant. And, while making teaching a business, it is his chief

business, the subject which occupies a portion of his best hours out of school, and his undivided attention in it.

The dwelling-house, the school-house, the meeting-house, and the town-house are symbols,—the first of domestic life; the second, of free learning; the third of the Christian religion; and the fourth of civil government. And they are all so mutually related, and dependent upon each other, that the disuse or bad use of one, essentially affects all the rest. What is man without the chastening and blessed influences of the family? And what is the family without intelligence? And what is intelligence without the sanctifying influence of religion? And what are any or all of these without the fostering care and protection of government? Let us see to it, then, that in the town-house we do all that an enlightened Christian patriotism and philanthropy dictate, for the most healthful enjoyment of domestic, school, and religious life. So shall we most bless ourselves personally, socially, and nationally.

School Committee.—W. H. BEAMAN, ROWLAND AYERS, P. S. WILLIAMS.

NORTHAMPTON.

Not unfrequently teachers with the widest range of intellectual acquirement have but indifferent success in the management of a Primary School. The ability to organize and regulate, that mysterious power which is possessed by some to awaken and keep alive an interest in the daily routine of school exercises; the keen perception of what is indispensable to quicken the mental activities of children, and give them a relish for study; these essential requisites for success are not gained by the study of text-books. They cannot be regarded in any other light than that of an intuitive gift, and when possessed are the sure pledge and prophecy that whatever is attempted will be well, because thoroughly done. We wish to have the Primary School teacher's position much more worthily estimated, and regarded, as it justly deserves to be, as the post of highest honor. If there is any truth in the old axiom, "Our most important are our earliest years," its significance is as obvious to-day as ever. And the teacher whose best energies are directed to the shaping of the character of our children, and who, by the faithful application of the means at her disposal, achieves a decided success, merits the lasting gratitude of the parent, and will be almost certain to gain the undying love of the pupil.

School Committee.—H. H. CHILSON, W. F. ARNOLD, W. D. CLAPP, A. PERRY PECK, BELA GARDNER, SIDNEY STRONG.

PELHAM.

Home is earth's first and greatest school. It does or leaves undone, more than all other schools, to make the child an angel or a demon. Its graduates, after a twenty years' course, are generally pretty well marked

for one or the other. They are educated physically, socially, intellectually and morally; have grown from infants to men and women, have received a proneness to love or to hate, have stored the mind with more or less knowledge, and have learned that there is an irrevocable distinction between the morally good and morally evil—that one produces happiness, the other misery.

School Committee.—ANSEL A. RANKIN, WILLIAM DOWDEN, JOHN JONES.

WARE.

Organizing Schools.—The success of schools depends much upon their proper organization. In a school of thirty scholars the writer found twenty-nine classes, and as many daily recitations. There were six classes in arithmetic, and ten scholars in geography were formed into six classes more. Justice cannot be done to the recitations of classes of ten scholars above the primary grade, short of twenty or thirty minutes. Allowing thirty minutes for two recesses, and no time for changing classes and general exercises, twenty classes can have only sixteen minutes, and thirty classes eleven minutes for recitation.

The number of classes may be reduced as follows. 1. Uniformity in text-books in some schools, would dispense with several classes. In this matter the committee should adhere strictly to the law. Recitation by topics would nearly remove this evil. In fact, in nearly all branches, this is the true method of teaching and reciting. 2. Different classes may recite on alternate days, or different studies may be pursued on alternate weeks. 3. Large classes may be divided into two parts, and these alternate with each other in their recitations. 4. The most advanced scholars, may form separate classes in two or three of their most difficult studies, and then recite with less advanced classes in other branches. In these ways many schools may reduce their number of classes one-third with great advantage to their scholars. Justice done to recitations on alternate days, is far better for scholars than a daily bustle through them, with no time for drilling, explanation and illustration.

Let scholars who advance faster than their classes, and those who are between any two classes, recite in the class next below them, and then let them be encouraged to overtake the class next above them in one study at a time. When they shall have done so, after a satisfactory examination, let them enter such class. This method disposes of all scholars who do not fall into the regular class. It has been applied to several cases in the village schools, during the year, with the happiest results. In schools of forty scholars or more, two or three classes in the same study, are all any teacher should tolerate.

Town Teachers' Institutes.—They may do much to aid teachers in their work. During the past year the institute of this town has met once in three weeks during term time in district number one. It might be more vigorous and should be made so. It has done the schools of those teachers who have regularly attended its meetings much good. In consequence of the incessant change of teachers the schools out of the village need it much more than those do in it. Through it, greater uniformity in the organization, management, discipline and instruction of the schools of the town can be secured than can otherwise be effected. At these meetings are discussed the best methods of classing schools, of governing and teaching them, of enlisting the coöperation of parents, of mutual encouragement on the part of teachers, and every other subject connected with the welfare of our schools. Never will the schools of this or any other town become what they might be in excellence until these associations become a permanent part of our educational system. What the schools out of the village demand, is, the regular attendance of its meetings by all their teachers. In these and other ways may teachers perfect themselves for their vocation. Those who avail themselves of the facilities within their reach to this end, will neither fall behind the times, become rusty nor antiquated. They will honor their calling and it will honor them with its best positions and emoluments.

For the School Committee.—J. F. JONES.

WILLIAMSBURG.

In the judgment of your committee, much more pains should be taken to make our school-houses, and the grounds about them, pleasant and attractive. It is greatly to be desired, that the children should have pleasant associations connected with their school. Many of our school-houses are in great need of plastering and whitewashing and painting within, and of the planting of shade trees suitably protected without. We would earnestly call the attention of prudential committees and others, to this subject; and we hope that the planting of shade trees will receive immediate attention. He that plants a tree for ornament, or for shade, is a public benefactor, and builds for himself a monument, to endure for generations after he is gone, and the children of a distant age shall think of him and call him blessed.

Secretary.—E. Y. SWIFT.

HAMPDEN COUNTY.

CHICOPEE.

The general management of the schools and the school property by the several committees; the discipline and instruction of the teachers; in fine, everything even to the minutest, which has a bearing upon the successful prosperity of these interests, claim and should receive your most careful and intelligent supervision. Think not because you have appointed your several committees and intrusted them with the work of superintending the immediate duties belonging to the management of school affairs, that your interest ends here, and that your whole duty has been accomplished. Your interest must go farther than this; its influence must extend and reach a much higher mark; it must go as far in extent as will insure for every school the best means and modes of educational advancement, embracing all the advantages which have been devised by the wisest experience. One of the most direct and powerful influences which is constantly acting upon the welfare of the schools, either in making them profitable and successful, or of well-nigh destroying their usefulness, is that exercised by parents over their children at home. Very few parents seem to be aware to what extent this influence proceeds. A word carelessly spoken respecting the management or instruction of the teachers, frequently completely destroys the influence of the teacher over the pupil. Calling in question the rules of the school, the requirement for hard and close study, constant and punctual attendance, proper and respectful deportment; remarking that all this is more "nice than wise," is "more tormenting than profitable," and it is unhesitatingly pronounced in their estimate to be so. A child under such influence soon loses all respect for his teacher, becomes careless in his deportment, in his attention, loses his interest in his studies, and soon becomes indifferent to every school duty.

School Committee.—P. LEB. STICKNEY, B. V. STEVENSON, J. R. WILBUR.

HOLYOKE.

Primary and Intermediate Schools.—Of late years, the public attention has been turning to the Primary and Intermediate Schools, and the delicate responsibility of a primary teacher is beginning to be appreciated by parents and committees. There are probably more teachers to-day fitted to teach

High and Grammar Schools than Primaries. It certainly is true that a poor teacher does less injury in the former than in the latter.

"To begin to go to school" is an era in juvenile life that most remember in riper years. The first few years of existence having glided by in passive enjoyment, there comes a time when society demands that its future inmate shall prepare for usefulness, and transplants the child from the nursery to the school-room,—the first step in life, as a member of the body politic; the mind opens rapidly, the perceptions quicken, and the whole nature assumes tone and tendencies. With minds so impressible, so easily bent, a few years of school training decide in most cases whether the scholar shall be thorough or superficial, his purposes strong or shiftless. Just as the matter of study is presented at the outset, will the mind enjoy or loathe it in coming years. Says Boyd, "Blessed be the kind and judicious parent or perceptor, whose skilful putting of things long ago, has given to our vocation, whatever it may be, a charm which can overcome the disgust which might otherwise come of the hard realities, the little daily worries, the discouragements and frustrated hopes! How much depends on first impressions—on the way in which a man, a place or a book is presented to us for the first time!"

Superintendent.—J. P. BUCKLAND.

LONGMEADOW.

Fellow citizens, and especially parents of the children who depend for their education upon our Public Schools, one thing is sufficiently evident from the above survey: we must attend to this great evil and most obvious hindrance to the highest welfare of our schools,—irregular attendance. Study these figures a little. Let your boy exercise his arithmetic upon them. "How many school days were lost by non-attendance during the past year, counting each absence one-half day? Say 4,977 days!" "How many years of schooling, counting five days to the week and four weeks to the month and ten months to the year?" Will it not be upwards of 24 years? You may say that it is lost time distributed among 250 pupils. But that makes nigh 20 days for each pupil lost, but paid for. And it is not simply the loss of time to the absentees, but the damage which their irregularity must inflict upon the school at large, upon each class, and upon every pupil, greatly impeding the progress of the punctual and faithful ones, and greatly discouraging the teacher. Making all due allowance for sickness and unavoidable detentions, is not this a matter demanding in future the serious attention of every parent and guardian of children? If it be necessary, let truant officers be appointed with legal functions, but better still, let the evil be remedied by the good sense and thoughtfulness of those to whom the children look for their moral culture and home educa-

tion. From the home to the school, and as is the home, so is the school. Let, then, an earnest and careful home influence vitalize the school. Be persuaded to follow the children oftener from home to the school. Having selected your best citizens for school committee, and having gained the value of their experience, do not accept their resignations without valid reasons. Do not trust your visiting committee to do all the visiting. He cannot do a twentieth part. Your school needs other eyes than his, and your children need other smiles than his, and your teacher needs kind words from other hearts than his. Be frequent visitors of your school, though it be but for a half hour. It is time well invested. It will do more, by its indirect and unconscious influence, to accomplish the faithful and economical expenditure of your school money, than any other means.

School Committee.—JOHN W. HARDING, STEPHEN T. COLTON, ABEL H. CALKINS, HENRY C. DEWEY, SIDNEY KIBBE, RALPH H. MARKHAM, CHARLES S. NEWELL, MARVIN H. PEASE, JEREMIAH C. TERRY.

SOUTHWICK.

Some of the districts have become much interested within the last two or three years in the examinations at the close of each term of school; and it is easy to see that a great change for the better has taken place in those districts. Scholars are anxious to appear well at examination, and teachers, too, feel as if they must be fully prepared for that occasion. We hope all parents will encourage these examinations by their presence; and that no teacher will be satisfied with closing a term of school, without the opportunity of showing what has been done during the term.

School-houses and their surroundings received a share of attention in our last annual report; still the evils complained of continue. It seems strange although as true as it is strange, that people who will take the utmost pains with their own dwellings, and even their barns and sheds, to make them good and attractive, sparing no expense for paint, or paper, or glass, or blinds, or furniture, or shade trees, or fences, should be indifferent to, or oppose raising a small amount of money to make a school-house attractive, where children really spend more time in-doors while awake for ten years at least of the early part of their lives, than in any other place. The love of learning must indeed be very strong, if children take pleasure in going to school where everything is unpleasant and unattractive. We should despair of a change for the better for the present generation were it not for the fact that one district—number seven—has fitted up the *interior* of their house, so as to approximate to what a school-house should be.

School Committee.—JOSEPH W. ROCKWELL, J. F. TEMPLE, LUTHER FOWLER.

SPRINGFIELD.

Music in the Schools.—During the past year more attention has been given in the higher grades of schools, to the cultivation of music than in previous years. In the High School, and the Grammar, and some of the Intermediate Schools, a systematic course of instruction has been given by scientific professors of the art, and with encouraging success.

The school law of the Commonwealth, in the enumeration of branches to be taught in the Public Schools, specifies “vocal music” as one that should receive attention, so far as the school committee may judge it expedient. Heretofore, in most of our schools, it has been attended to not as a regular branch of education, but rather as a casual and incidental exercise, designed mainly to amuse the pupils and relieve them from the severer, and what have been regarded as the more appropriate occupations of the school-room; and what has been learned of music in this way has been in a great degree by rote merely, with but very little knowledge of the scientific principles of the art.

But happily a better sentiment on this subject is beginning to prevail in the community, and now it is thought by our best educators, that vocal music should be a regular branch of education in the Public Schools, as much so as reading, spelling, geography, &c., and that all the pupils should be required to learn the principles and rules of singing, so far at least as to acquire such a degree of taste and judgment in respect to musical performances as will enable them to fully appreciate and enjoy them, though not possessed of such natural vocal powers as to become practical and skilful musicians; and besides as merely a matter of intellectual and moral discipline, it must be regarded as an exceedingly valuable attainment.

It is believed moreover, that children at a very early age, those in our Primary Schools, may easily learn the rudiments of music, so as to be able to sing with surprising accuracy in time and tone, if simple modes of instruction are adopted, free from the complications and mysteries in which the common system of instruction is involved.

During a considerable portion of the last year, regular lessons in music have been given in the schools mentioned above, usually twice a week, and all the pupils have been required to participate in the exercise, just in the same manner as they do in the daily recitations of the school. The experiment in these schools has proved thus far so successful, that probably in the course of the coming year it will be extended to many of the other schools, and perhaps so far, as to include all of every grade.

Geography in the Primary Schools.—It is thought by many educators that geography cannot be profitably taught at all in the Primary School; and it is true that, as too commonly taught, it is a most unprofitable employment. Children have text-books put into their hands containing propositions and definitions, in the form of answers to questions, which none but persons

of mature years can comprehend, either in respect to the language or ideas ; and yet these young children are required to commit to memory the answers, word for word, in regular order, just as they occur in the book. And when the recitation comes, this in like manner, is the bare putting of the questions by the teacher, and the repeating mechanically of the answers by the scholars, precisely as given in the book, without a word of explanation by the teacher ; and it is amusing sometimes to see the ludicrous mistakes that are made by the children in giving the answers in the wrong place.

Two general modes are adopted in teaching geography, the one being the reverse of the other ; one is to begin with the earth as a whole in its most general outlines, and descend analytically step by step, through all the details of continents, oceans, rivers, countries, States, &c., till you finally reach the precise spot where the child lives. The other is to begin at that spot—at his own home or the school-house—and by a gradual and natural expansion extend his knowledge to the streets through which he daily passes, the various sections of the city or town in which he lives, then to the county and the State, the country, &c., &c., till the whole field of geographical knowledge is finally brought within his comprehension.

Now we do not doubt that the former is a proper method to be adopted in the higher grades of schools, and with scholars of mature and somewhat cultivated minds. But in the Primary School, we believe that the other, in the main, is the most suitable method, and best adapted to the minds of young children. And as a general rule, so far as the younger classes of Primary children are concerned, it is advisable not to place any text-book in their hands. And if the teacher chooses to use a text-book herself as a guide, in her instructions, yet it should be merely as a guide ; and her mode of teaching should be principally by her own clear and simple explanations and illustrations of the subject, referring, as much as possible to the visible objects of nature with which the children are familiar ; for instance, in giving instruction concerning rivers, brooks, mountains, hills, islands, &c., refer to the objects themselves, if they have ever seen them. This may perhaps be called *object-teaching* ; yet whatever name is given to it, the child gets many new geographical ideas, intelligible and interesting to him at the time, and of great service afterwards in pursuing his geographical studies.

But it seems to us that both modes may to some extent be usefully combined in the Primary School ; that the teacher, with the aid of a globe, and other natural and artificial helps, and by proper explanations, may give to the children some definite and clear ideas of the earth as a whole, its size, shape, natural divisions of land and water, &c., &c., and some of the more intelligible definitions may be learned and understood ; while at the same time, the more simple and natural mode of instruction is mainly pursued.

Natural Sciences in the Schools.—It seems to us that instruction in the natural sciences has been too much neglected in the Public Schools generally. In respect to our own, only in the High School has there been any regular course of instruction in these branches; in the others, whatever has been given of this kind, has been either in the way of occasional general exercises, or of merely incidental instruction in connection with other branches. A change in this respect will soon, we believe, be called for and adopted in the system of teaching in the schools. If a little of the large portion of the time that is now devoted to the numerous details of geography, arithmetic, &c., were spared for this purpose, it would, in our opinion, be a most profitable measure. Natural philosophy, chemistry, &c., so far at least as the common phenomena of nature, and the ordinary processes of art are concerned, should be made regular branches of study, at least in the High School and Grammar Schools, if not in the others, so that all the pupils shall acquire a clear understanding of the principles which underlie and govern these phenomena and processes. Physiology should also be taught in the same manner.

Text-books are now provided on these subjects, so clear and simple in language, that classes even in schools of the lower grades may, with suitable explanations from the teacher, easily understand them.

The importance of the arrangement suggested will be more fully appreciated if it is considered that many pupils finish their education with the Grammar School, so that probably with them the only opportunity they will have of acquiring this knowledge will be in the Common Schools.

School Committee.—JOSIAH HOOKER, R. B. HILDRETH, JAMES E. MCINTIRE, S. G. BUCKINGHAM, FRANCIS TIFFANY, HORACE KIBBE, J. G. CHASE, WILLIAM W. GARDNER. A. J. PLUMER.

WESTFIELD.

In common with its other affairs, the transactions of the town connected with education have been, this year, of unusual importance. The vote abolishing the districts having essentially changed its relations toward the whole subject, and brought it entirely within the control of the town, it becomes of the utmost consequence now that future proceedings should be conducted upon a definite plan formed on the best understanding that can be obtained of our present and prospective situation.

On the whole, we think it is evident that the school expenditure of this year has been of more advantage than heretofore; that it has provided for the central part of the town the kind of instruction of which it stood in need, and a longer school-time for the outer districts. The best school-houses we have ever had have been built, and more use obtained from the old ones. The way is provided for building others whenever and wherever

the necessities of any part of the town require them. Some irritations and inconveniences may be put up with for the sake of so good results. Most if not all of those that have been experienced will be removed by the adoption of the suggestions we have made, or something similar, and are, in fact, owing to the suddenness of the change from one system to another, and the incompleteness with which the new one was put into operation. Its advantages ought to be more fully developed the coming year, and its tendency is certainly toward an equalization of the benefits and burdens of education. So far, this alone is an advantage; but for permanent and progressive improvement it will be due, under this system or any other, only to the cheerful interest and coöperation of all classes of the community, in those objects and efforts which belong none the less to all because they are made the official duty of a few.

School Committee.—SAMUEL FOWLER, H. B. LEWIS, E. DAVIS, M. B. WHITNEY, T. KNEIL, H. M. MILLER.

WEST SPRINGFIELD.

After careful consideration of the subject—examining plans which have been adopted elsewhere, and taking into account all the circumstances in which we are placed as a town—the committee have thought best to make the three following suggestions. Because, however, there is not sufficient space in this report for their full discussion; and feeling besides wholly disinclined to say or do anything that shall seem like an effort to bias their judgment or action, they deem it advisable to present these suggestions simply, leaving it for the people to dispose of them as their own merits may deserve. It is only asked that they consider them carefully also, especially the first; and that they do not reject them before determining in their minds upon something which shall be a substitute for them, and in their judgment of greater practical value.

These are the suggestions:—

1. Commit the management of our schools to a single committeehip instead of longer keeping up the double arrangement which now obtains. To effect this and still leave intact as now the district system, because of the conditions of the Ashley Fund, let the prudential committee-man selected by each of the districts be made in town meeting a member also of the general committee; and to the number thus chosen, viz., eight, because virtually there are but eight districts in town, let a ninth be added, who shall be selected from the town at large, nominated in the usual way, and confirmed with the rest. It is to be understood, however, that this ninth member is to be chairman of the committee; to superintend the schools, write the report, and do the rest of the general work, acting in accordance with the advice and consent of the rest; and for these services

he is to draw the usual pay, while the other members of the committee will look after the schools, each in his own district, hire the teachers, and assist the chairman so far as they may be able in the discharge of his duties, having equal vote and authority with him, but no pay. Thus the control of the schools will still be in the hands of the districts; a uniform system and management secured; and the services of a competent school visitor enjoyed and properly rewarded. In its details this plan can be made to comply in all respects with the existing school laws; and to preserve in its application the rights of all the districts without sacrifice of the general educational interests of the town.

2. Establish a higher grade of schools than any which we now possess. Properly speaking there is not a single Grammar School in town. Hence let the committee be instructed to employ for six months at least in the year, a competent male teacher, who shall open such a school for the benefit of worthy scholars from all parts of the town—proficiency in study being the sole condition of membership. Should this be deemed inexpedient, then let all the larger districts be encouraged to employ male teachers instead of females, for one of their schools during the winter term. The object of this suggestion is, to secure in some way the constant elevation of the schools. But this cannot be effected where there is nothing for our children to look forward to, in point of privilege, above and beyond that to which they have already attained.

3. Let the people of the town see to it that they take a more lively and personal interest in the subject of school education than they have hitherto done. Whatever plan be adopted, or machinery set up, it will be impossible to secure good schools, unless this true motive power be steadily and generously furnished. A child is of more value than a horse or an ox; hence the well-being of that in the child which distinguishes him from the brute creation, viz., his intellect and heart, should be looked after certainly with as much sense of its importance as we are accustomed to cherish for the farms we cultivate, the stock we raise and the domestic and professional pursuits we busy ourselves about. Sustain, then, the teachers, and assist them in their work by doing your part at home; encourage the scholars by showing an interest in all their school employments; know where they are, and how they progress, and deport themselves; to sum up all, never let business or pleasure so control your time as to crowd out of your minds all thought and concern, leading to careful effort, for the improvement in knowledge and morals of all our young. A man is a man,—a citizen and a member of society, before he is a farmer, a minister or a mechanic. At the same time, therefore, that he is pursuing his calling, in the effort to get a living, and add to the general prosperity in material things, let him also discharge to the extent he may be able, those duties he owes to his neighbor, to the town he lives in, and the country of which he is a part. There is

but one other way in which a man can do so much for his kind as by the effort to make our Common Schools what they should be ; for next to religion our country depends on them for its true national greatness. They are at once its safeguard against all those evils, springing from ignorance and crime, which are usually found in the bosom of a republic ; and our grandest boast as a free and intelligent people. We cannot, therefore, think too much of them ; or, on inquiry into their true condition and wants, be in danger of devising too " liberal things " for their greater usefulness and prosperity.

School Committee.—HENRY POWERS, E. B. FOSTER.

WILBRAHAM.

We would solicit the special attention of parents and guardians in some of our districts to the fact that their school-rooms are poor, dilapidated, inconvenient and unhealthy. Every legitimate consideration urgently demands that better ones be at once provided. Parents take unwearied pains to secure everything around home for the comfort and health of their dear children. They build good houses, furnish them in the most convenient and luxurious style their means will possibly admit of, sparing no pains to make home a tasteful, convenient, happy and healthful place for their children ; yet these same parents, many of them with ample means, send their beloved children to school six hours in a day, five days in a week, for six or eight months in a year, from the fifth or sixth year of age till they are fourteen or sixteen years old, and, that too, in school-rooms quite too small for the most ordinary convenience, too low-posted for good air, with no healthful means of ventilation, with hard, ill-constructed seats and forms, with little or no furnishing for the convenience of the teacher or pupils ; where some of the most obvious and most essential laws of health are constantly violated. In such rooms our dearest children spend more hours than they spend waking hours in their quiet and elegant homes, and that, too, at an age when their bodies are in a yielding and formative state, and are more susceptible of receiving the seeds of permanent and mortal disease, than ever after.

Again, our meeting-houses, where our children spend but two or three hours a week, are tasteful, commodious, have easy, cushioned seats, carpeted floors, costly musical instruments, elegant pulpit, and furnishings ; yet the school-room, where these comforts and tasteful elegancies are most needed, are by far the most destitute of them.

There is somewhere a sad defect in parental reasoning that produces and so long allows this state of things. We earnestly solicit special and immediate effort to remove the great and unnecessary evil of poor, shaky and unhealthy school-houses.

School Committee.—S. F. CHESTER, B. S. MORSE, G. ROCKWOOD.

FRANKLIN COUNTY.

BUCKLAND.

The committee, notwithstanding the town has voted to raise \$200 more for schools than it ever raised before, yet feel that not one cent of it can any of us afford to have wasted. Let no impudent or disobedient child fail of restraint and correction at home, lest in school that child be the means of spreading the evil, and so wasting the public money which is as sacred as private. Let parents, if they cannot apply the remedy, go to the committee if they have well-grounded complaints against a school, lest they themselves incur the risk of wasting the public money. We must all watch and exert ourselves in order to realize the utmost from our schools.

The maps and charts purchased by that portion of the State appropriation which is put at the disposal of the committee, have thus far done good service, we think. We need more apparatus of this sort, and the committee are prepared to purchase more, if the scholars give evidence of an increase of interest and progress.

School Committee.—C. LORD, SAMUEL TOBEY.

CHARLEMONT.

We would suggest the introduction of object-teaching to some extent in our schools. Let the ground on which we tread, the grass, and flowers of the field, the rocks and the trees, the hills and the valleys, be our educators. Let scholars bring their flowers and specimens of geology, and the teachers give such information as they are able. Let our motto be upward and onward.

We refer with satisfaction to the pleasure and profit we enjoyed in the meeting of the Common School Association with us last summer, and would urge upon teachers the importance of attending these and Teachers' Institutes whenever they have an opportunity to do so.

School Committee.—LYSANDER HILLMAN, HENRY C. BOOTH, STEPHEN BATES.

CONWAY.

Oral instruction is too much neglected by both parents and teachers. The teacher who cannot improve the minds of his pupils by talking with them, is not fit to be a teacher. In teaching grammar this is specially

important. Many a pupil who calls this a dry, dull study, would find it full of interest if his teacher would only instruct him by familiar conversation about it, instead of setting him to commit to memory a long string of statements of which he knows neither the meaning nor the use. If parents would devote ten minutes in each day to conversation with their children, taking their topics not so much from books as from those scenes and events around them which are adapted to awaken thought and lead to reflection, they would find that the advantages gained would well pay for the time spent.

It is an important question, How shall employment be found for those school children who are too young to study? Not a few of us can sympathize with the little fellow, who, on being asked what he did at school, replied: "I said A, and said B, and sat on the seat." The day of deliverance for such afflicted ones has already dawned. Many teachers are endeavoring to find pleasant and profitable employment for them. We learn that in some schools small books, made of slate pasteboard, are successfully used with this class of pupils. These books can be purchased for a few cents each; they are less liable to be broken than common slates, and they furnish an agreeable and, to some extent, useful occupation for very young children.

We are glad to see in our schools an increased use of Colburn's Mental Arithmetic. At the risk of being called old fogies, we will express our belief, that there is, in this department of study, no work better adapted to cultivate the reasoning powers. We wish that we had works based on the same principles in every branch of science.

We have had but few teachers from Normal Schools for the past year. Would it not be well for our prudential committees to look in that direction for teachers more frequently, at least, when they find it necessary to employ strangers.

School Committee.—R. A. COFFIN, JOHN CLARY, H. W. BILLINGS.

DEERFIELD.

One more idea we wish to impress upon the minds of parents. It is this: that our schools are for instruction in *good manners* as well as in arithmetic, geography, &c. To this end regard should be had to the manners of teachers. Every teacher should be correct, not only in moral deportment, but in manners also. Ease and politeness in good society are accomplishments which are not to be despised. It has not a little to do oftentimes with success in life. The boy or girl, perhaps we should also say man or woman, who is rude, uncouth, awkward or odd in appearance and manners, has a difficulty to contend with in both business and social life, which will often be disadvantageous to whatever interests he desires to promote. It

will sometimes repel, when it would be greatly for his interest to attract. It may be an occasion of ill success in his endeavors to obtain a post of usefulness and respectability which would be greatly desirable. Good manners should not be monopolized by thieves and confidence men. Every school should be a place where awkward manners, uncouth ways of sitting, standing, speaking, and acting, may be corrected, and the pupil taught to conduct himself becomingly in the family, in the school, in the social circle, and in public.

School Committee.—D. A. STRONG, S. J. BARNARD, R. CRAWFORD.

GILL.

You must permit your committee to say, that judging from all outward manifestations, parents think very much less of the condition of their individual schools and of the progress of their children in learning than they should. Do you not know, will you not consider, that the district school-house is our college where our children are to be put upon the educational track which runs through the course of practical life; where they are to be "rooted and grounded" in those plain, dry and uninteresting acquirements, perhaps, but very necessary to their qualification as good citizens, and to fit them to take our places when we shall throw off our lives' armor and lie down to sleep with our fathers.

One other remark. Your committee always have, and always will discountenance the introduction of high school or academical branches of instruction into our district schools, to the detriment of the rudimentals. When teachers, it may be partly for their own improvement, devote their time to recitations and studies in algebra, philosophy, chemistry, &c., and send classes home unheard in reading, spelling, and beginners in arithmetic and grammar unattended and uninstructed, your children are sufferers, and your money is expended in vain.

School Committee.—JOSIAH D. CANNING, J. S. PURPLE, LEONARD BARTON.

GREENFIELD.

Our schools are open from six to ten months in the year. We should naturally expect that nearly all the children in town would leave the Public Schools good readers and spellers, and familiar with the elementary branches which the law prescribes.

But we do not see this, nor any very near approach to it. The fault is not all with the schools. One reason of the low standard of scholarship is that the pupils, more especially the boys, are taken from the schools at too early an age. They are to be sent to stores, shops and farms at the time when

they most need and are best able to appreciate the advantages of the school.

The exigencies of the war have increased the evil. Boys and girls who should be at their desks and subject to the discipline of the school-room are set to do the work of men and women.

The evil is not a slight one and is not measured by its bad results in individual cases. It bears upon the whole future of our country. It throws the youth amid the responsibilities and temptations of life before they are fitted for them; removes that yoke of discipline which we have the highest authority for saying is good for every one to bear in his youth; takes from them the opportunity they need to lay broad and deep the foundations of character.

Parents often sacrifice the true and lasting good of their children for a present and temporary advantage, when they permit them to leave school and hurry into the affairs of life at so early an age.

The majority of the committee cannot but express their regret at what seems to be a growing disposition among a large class of our people to remove their children altogether from the Public Schools. We say this in no spirit of hostility to private schools. We appreciate the motives which prompt parents to withdraw their young children from what they fear to be the corrupting influence of Public Schools.

But is not something due to these schools? And is it not the policy and the duty of all citizens to see that they are in such condition that all children can be safely sent there. Is it not better for the schools, better for the children who must stay in them, who can have no other opportunity for an education, and on the whole better for those who can leave, to let all grow up together, while all unite in correcting whatever bad influences exist, or are supposed to exist in the Public Schools? We are losing the influence and co-operation of that class, on which we must rely to sustain a healthy moral tone in our schools, without which they are a curse and not a blessing.

We have yet to learn that children make any better progress anywhere than in our Public Schools.

School Committee.—JOHN F. MOORS, A. DEAN, JOSEPH P. FELTON.

LEYDEN.

There is a want of interest manifested by the parents of our scholars, in not visiting our schools as often as they should, to encourage the teachers, and not only the teachers, but the scholars. In all our business transactions, if we pay out a dollar, we look well to see if we get our money's worth; but every year we raise hundreds of dollars, which is to be expended for the education of our children, which is of far greater importance to them than

gold, "yea, even than fine gold." It is bequeathing to them a legacy which no speculation can effect, no bankrupt law can take from them, the slanderous tongue cannot rob them of it; they are to possess this legacy through all the various changes of life. If this legacy is of more value than gold to our children, let us all take a deeper interest in the welfare of our Common Schools; let each parent resolve in his own mind that he will visit the school at least twice during each term the coming year. Every parent ought to feel a deep interest in the welfare of the rising generation. They will soon take our places upon the active stage of life, and wield the destinies of our common country.

School Committee.—T. S. VINING, J. BUDDINGTON, JR., H. SHELDON.

MONROE.

Among the qualifications indispensable to a first class teacher, is the rare faculty of obtaining and holding proper authority over the school. And we ask how is this to be done? What is the best and true theory of school government? We answer, that is the best and most profitably governed school, in which the scholars have acquired the faculty of governing themselves. That is the most successful teacher in the art of government who can inspire in the heart of the pupil a self-respect and sense of right strong enough to resist any inclination or temptation to overstep the bounds of propriety and good order in school. Therefore the successful teacher's power to govern, consists not so much in his ability and right to inflict corporal punishment, (though that may sometimes be necessary,) as in his better faculty of overcoming the spirit of resistance with love, and of leading each scholar into a cheerful and willing obedience to every rule through self-respect and regard for the interests of the whole school. And in the selection of teachers, too much pains cannot be taken to select those whose devotion to their important work, and moral and mental fitness for the same, will inspire in the minds of our children, not only a love for their studies, but a love for morality and good order also.

School Committee.—JEREMIAH GIFFORD, MIRANDA HINES, SAMUEL STAFFORD.

MONTAGUE.

Your committee would here suggest that they think we should not be satisfied with furnishing mere book-learning to the scholars in our district schools. Good morals and good manners lie within the range of a good education. Our Primary Schools may be termed the nurseries of society. An eminent Prussian writer says, "Whatever you would have appear in a nation's life, you must put into its schools." And Plato, wisely and justly, as we think, said, "Education makes the man." Education, however, must

here be regarded as having a broader meaning than mere book-learning. Dr. Wayland, that distinguished scholar, thus defines education: "By education," he says, "we mean that culture of body and mind, which shall enable us the better to discharge the duties of our present probation and prepare for the results which shall emerge from that probation hereafter. It comprehends every interest of humanity. Its influence must be felt throughout the endless ages of eternity." Should we not regard the Primary School, then, as a place where children should be taught something more than reading and spelling and arithmetic, and other kindred studies? That is by no means the whole of education, according to Dr. Wayland's definition of it. Neither is that all that is necessary to "make the man." Not only the physical and mental man but the moral man, or man of the heart and the conscience, needs educating. The law of the State, recognizing this principle, requires that a teacher in our Public Schools should not only be a person of good moral character, but should be able to teach those committed to his care the principles of sound morality. Should he not, then, teach the great principles of public and private virtue and morality, which are common to all religious sects? Some may object to this branch of education, and denominate it sectarianism. We are no advocates for the introduction of any sectarianism into the course of instruction given in our Common Schools. But is it sectarian to teach children to be good and kind and affectionate, to instruct them in the principles of justice and truth and honesty, to teach them to obey their parents, to obey the laws of the land and the laws of God, to endeavor to impress upon them the importance of reverencing God's name, of loving him with all their heart and their neighbor as themselves? We think not. But if we would have our children become virtuous and useful members of society, we think we should desire to have this kind of instruction given in our Common Schools.

School Committee.—ELI MOODY, R. N. OAKMAN.

NEW SALEM.

The subject of reading has received much attention, and very great improvement has been made in some schools. This branch has been made the prominent one by your superintendent, and many scholars have read their reading books through several times during the year, and in some cases, all pieces in their books seem to be familiar to them. Spelling has had its place in connection with reading. Perhaps no scholars have attracted more attention than some of five or six years of age, who now read nicely, for little boys and girls. Will not more parents make an effort to have their little boys and girls fine readers? What delightful music in the family circle is that of the good little reader.

Superintendent.—B. W. FAY.

NORTHFIELD.

It has been customary in school reports to enter into a personal criticism of teachers, awarding to some a great amount of praise, exposing the errors or misfortunes of others to public observation, or by passing over them in silence, condemning them by implication.

We have always questioned the propriety of this course and have come to the conclusion that it is attended on the whole with bad results. In the first place, we do not conceive it possible for any committee examining schools in the ordinary manner, by two or three visits during the term to render exact justice to either teacher or school. To accomplish this the scales must be held with a very even hand, the committee must be the possessor of wonderfully nice powers of discrimination, and an almost miraculous insight into the effect of attending circumstances.

Again, were this possible, would it not be subjecting teachers as a class to a kind of criticism to which no other class of public servants are subjected?

So far as this report of your committee is concerned it would certainly be strangely inconsistent in itself, if after condemning the practice of parents in saying anything in opposition to teachers in presence of children, it should proceed to do the same thing authoritatively and as an official document for the public eye.

"Whatever depends upon opinions, influence and action, outside of the school-room should be publicly presented; whatever depends upon the teacher alone should be privately discussed with the teacher."

Superintendent.—JOSEPH B. CALLENDER.

ORANGE.

But two male teachers were employed in our schools the past winter, and consequently a larger number of female teachers than in previous years. And without disparagement to the merits of others, your committee think that the schools kept by female teachers the past winter, in regard to order and proficiency, will not on the whole suffer in comparison with those taught by males in previous winters. The prejudice against the employment of female teachers for winter schools, seems fast giving place in the public mind to more consistent views. The number of schools is evidently much less than has generally been supposed, where well qualified female teachers could not successfully teach; and by their employment much longer schools for the same amount of money would be secured. And though some may still doubt the wisdom of such a change and object to their employment, yet it is generally in relation to their capacity to govern rather than to a want of ability to instruct, that such objections are raised.

School Committee.—LEVI BALLOU, HIRAM WOODWARD.

SHELBURNE.

Change of Teachers.—Another important point, in this connection, is the too frequent change of teachers. No matter how successful the teacher may be, change is the rule, permanence the exception. It is probably no exaggeration to say that at least one-fourth of the money expended for schools is thus wasted. It is wasted, since the whole accomplishes no more than three-fourths of the sum would accomplish under a different system. All new teachers must acquaint themselves with the character and capacity of the scholars under their charge, before they can teach intelligently and successfully. A change of teachers also implies a greater or less change of system; and some time must elapse before scholars can adapt themselves to a new system of instruction. The present teacher knows just what has been done, and what remains to do, while another teacher does not. Thus money is squandered; and what is more important, the brief period to which a majority of our children are limited for mental training is frittered away, and the best instruction made impossible.

School Committee.—D. W. WILCOX, R. S. BILLINGS.

SHUTESBURY.

We cannot conceive why the inhabitants of the town cling so closely to the district system, as if the education of their children depended on its careful preservation; when, in reality, it does gross injustice to half the children in town. If our school money is indeed public money, and to be expended for the benefit of the public, then a scholar in number seven is entitled to just as much of that benefit, as one in number one, two or five; whereas he receives but two-fifths as much. Or if, as some claim, those who pay the taxes are entitled to the benefits, are not the children of a man in number seven, or ten, entitled to as much schooling as those of one in number one, who pays only a third as much tax?

The district system tends directly to build up society on the same principles of aristocracy, upon which the society in some of the German States is built—by obliging people of limited means who are located in the sparsely populated districts, to forego the advantages of education, or sell out at a sacrifice, and remove to the villages; thus causing the land to accumulate in the hands of the few, and build up a landed aristocracy. Cannot the united wisdom of the town devise some plan which shall place our Public Schools on a more thoroughly republican basis, and give more equal advantages to all.

School Committee.—ASA OBER, GEO. COLESWORTHY, WM. W. WHITNEY.

WARWICK.

Singing and gymnastics, as aids to discipline and physical culture, I would recommend as frequent exercises in the school-room. Physical culture underlies all others. The physical system attains its full growth in a very few years, but the mind may need many years to develop its powers. It is much better to defer mental culture to a later period than to rob the body of the nervous energy requisite to its full development. The precocious youth and the feeble constitutions of the rising generation are sufficient proofs of this assertion. The great want of our schools is symmetrical culture, or a better physical culture in connection with mental and moral training. In Washington we not only see the noble heart and mighty intellect, but an iron constitution execute the purposes he undertook. What would the noble heart of Florence Nightingale have availed the poor soldier in the Crimea, had she not possessed a large fund of the nerve and muscle of endurance?

Superintendent.—G. C. HILL.

BERKSHIRE COUNTY.

ADAMS.

War cannot be carried on without supplies. Schools cannot prosper without adequate means for their support. If you wish to purchase a good article in market, you must be willing to pay a fair price for it. If you want good schools, you must make liberal appropriations. Why do we not appropriate more? Ask the man, who for the last six years has made it his duty to rail at school committees at every town meeting, find fault with all appropriations for High Schools, and is invariably ready to move that the same sum be appropriated that was appropriated last year, and has been appropriated for the last ten years, while the taxes assessed upon him per year to raise that small pittance remain unpaid, because he wants to save the interest on the money. And what is the result of this miserable policy? As wages have advanced, also board and fuel, and as districts have ceased to furnish board by taking teachers into their families, schools have been diminished in length from year to year, until, in most districts, six months of Public Schools is all that can be had with the means provided.

Only six months in the year for children who ought to be in school at least ten! Why don't we have better schools? Because we are unwilling to be taxed to support them; because we love gold better than knowledge, and prefer to leave to our children a heritage that perisheth. The town has voted recently to abolish the school districts, so that the schools in the villages may have the benefit of the graded system; but this change will be of no avail to us until we are willing to make the appropriations which will be requisite to carry out that system.

Let us look the matter over carefully and thoroughly the present year, and be ready at our next annual meeting to lay the foundations for the future prosperity of our schools, by making such liberal appropriations, as other towns blessed with better schools have made for like purposes.

School Committee.—D. D. WHEELER, SHEPARD THAYER, WM. P. PORTER.

ALFORD.

There is an evil in our method of employing teachers. Here our system is very defective, nor can it secure the best talent. Let us suppose that the town committee was authorized to hire teachers after examination. Public notice is given when the committee will meet all who desire to teach. At the day appointed eight or ten present themselves. After the examination the committee consult and select, and they can secure just such teachers as the schools need. This, our present system cannot secure. Now teachers are hired before examination—word goes out that Miss A. has District No. 1. The word passes from friend to friend, plans and future arrangements are made, and at last she is presented to the committee as the selected teacher; wages have been agreed upon and the district informed that such a person "has our school," and sometimes a little cousining has been used. And if the town committee does not sanction all this, they earn a reproachful name among teachers and their friends—are called too rigid, and unnecessarily severe in their examinations. And if not men of nerve, they learn the value of prudence. It has been felt a necessity in order to bring up our Common Schools, to authorize town committees to hire the teachers.

And we must come to this position before our schools will become what they might, and what they ought to be.

School Committee.—E. C. TICKNOR, ANDREW J. BALDWIN, BENTON E. STODDARD.

EGREMONT.

The committee has felt the need of revising our list of books in the schools. A change in this department always creates a little sensitiveness, and this, added to the pressure of the times, induced delay, yet it is doubtful prudence. The progress of a scholar is never independent of circumstances

and "surroundings." A neat garment, however plain, and the proprieties of personal appearance, will give an elevated character to the lessons of the day. A clean, tasty school-room will not only impart health to the body, but also vigor to the mind. And it is a personal remark, repeatedly verified in visiting, that a scholar who used an old, worn-out book, partook of its dilapidated spirit, both at the desk, and in the class. At proper intervals, nothing is more beneficial to a school than to change the whole catalogue of books. There is nothing venerable in an old "Reader." Its contents are familiar, and the story, "ten times told." And occasions arise, in the progress of a school, when a change in books is as imperative, as a change in teachers.

In closing, we feel that there is much in the condition of our schools to encourage hope, and justify increased interest in their progress.

School Committee.—J. H. KENT, J. H. ROWLEY, R. H. NORTON.

HINSDALE.

The action, or rather want of action of the town again left the employment of teachers where the statute has placed it, with the town committee. We have felt this at once the most important and delicate part of our work; sensible that a failure here would prove a failure throughout. We have employed those mostly who have proved their skill by their former works among us; believing that the best system of education, is that system which employs and retains the best teachers. Other things are comparatively necessary, but the competent and devoted teacher is absolutely indispensable to success.

We are happy to state that in this department of our labors the results, in our judgment, prove that we have been more than usually fortunate. By this we intend no invidious comparison with any of our teachers in past years; our thanks and the thanks of the community are due to each of them for their devoted and efficient labors in the cause of education. We report a gradual improvement in the methods of instruction in the several branches; and in none of them is improvement more desirable than in reading, a branch which is not only the chief means of acquiring knowledge, but in its most cultivated state, one of the highest and most desirable attainments in scholarship. Former reports complained that the manner of teaching this branch was more defective than that of any other taught in our schools. The late Hon. Horace Mann in his second annual report when Secretary of the Board of Education in this State says: "I have devoted especial pains to learn with a degree of numerical accuracy how far the reading in our schools is an exercise of the mind in thinking and feeling, and how far it is a barren action of the organ of speech upon the atmosphere. The result is, that more than eleven-twelfths of all the children in the

reading classes in our schools do not understand the meaning of the words they read; that they do not master the sense of their reading lessons: and that the ideas and sense intended by the author to be conveyed to, and excited in the reader's mind, still rest in the author's intentions, never having reached the place of their destination." If this could be justly said of our own schools at that time, we are sure that the proportion of scholars to whom it was applicable is materially reduced, though we must confess to a large amount of unintelligent reading still. Teachers have been doing something to remedy the evil complained of. With most of our teachers each reading lesson is made to a greater or less extent a subject of drill and training in reference to the meaning of words and phrases; and of the subject matter of the lesson; and also in reference to those nice modulations of voice which express the fine shades of meaning by the author. Under this method much collateral information is acquired by the pupils, aside from their improvement in the art of reading. The superiority of scholars thus instructed is obvious upon the slightest examination; and we heartily recommend this method to teachers, for we are sure it leads in the right direction. But to obtain the best results requires a careful and daily preparation on the part of the teacher before entering the school-room.

School Committee.—CHAS. D. SMITH, H. A. DEMING.

LANESBOROUGH.

It is a grave consideration whether our schools have kept pace with the improvements and expenditures made in their behalf. Are they better taught, better governed, and do they turn out better scholars than the schools of a preceding generation?

Without derogating in the least degree from the merits of our present school system, or from the ability of the teachers many of whom are highly educated, we are constrained to answer these questions negatively, and would assign a few reasons for the result upon which this opinion is founded.

1st. Private Schools of a high order have been taught in this town nearly forty years. Many of the best scholars are annually taken out of the Public and sent to the Private Schools; especially that class who are preparing to become teachers. We do not blame the Private Schools for this transfer, for they do not seek it, but the Public Schools thereby lose the stimulus as well as reputation which the more advanced scholars always create. Thirty years ago young persons could be fitted for college in some of our District Schools, but at present, with one exception, their course comprises merely the elementary branches.

2d. Another reason why our schools do not advance beyond the rudiments is, that both boys and girls leave the school at too early an age, and often before they can read an ordinary sentence correctly, or spell the most

common words. In rural districts boys are seldom sent to school in summer who are large enough to work upon the farm—nor are they often found there after they are seventeen years of age. Such a course obliges our young men to go forth into the world with the most scanty supply of useful knowledge, and lowers the standard of education in the schools to which they belong. The evils thus entailed upon schools and scholars might be remedied by the latter availing themselves of as many months of winter schooling as they have lost in summer.

3d. The increased price demanded for instruction is exerting an injurious effect upon the schools by shortening the terms taught. When wages have advanced, as they have in this town from \$5 per month to \$15 for females and from \$10 to \$25 for males, there must be short schools, if the town does not increase its appropriation in the same ratio.

School Committee.—SAMUEL B. SHAW, DANIEL DAY.

LEE.

The success of the schools has been various, but on the whole above the average of former years. Female teachers have been employed in them all, with three exceptions during the past winter, and we are more than ever convinced that women have an aptness superior to men for training the tender mind. We are glad to notice that some of our ladies are making teaching a profession, and the increasing success that comes with experience and mature age, attests the wisdom of employing the same teachers successively. Tact as well as talent is required in teaching, and when there is an aptness for the profession it is very desirable it should be constantly employed. While some teachers draw their scholars to them and all pull together in one direction, and the work is easy, others repel their pupils, and if any advance is made, it is by dint of great effort, and there is great waste of power in overcoming the friction of the machinery. Agents cannot be too careful in the selection of their teachers.

The variety in our school-houses is as great as that of our schools. Some are good, some poor, and some unworthy of the name. There is a certain brick school-house in this town, situated among the rocks on a side hill where some eighty or ninety children are huddled in a room, in which it would be unwise to put so many sheep. The tact and faithfulness of a good teacher furnished a good school for the district, but no thanks to the school-room for her success. It was a triumph over difficulties which no district should put in the way of the teacher.

School Committee.—ALEXANDER HYDE, E. WRIGHT, ALEXANDER P. BASSETT.

MONTEREY.

In relation to choosing committees, we would suggest a plan which we would like to see carried into effect, as an experiment, if nothing more. Let a district meeting be called before the town meeting, for choosing or nominating a prudential committee and a district committee, of all in the district who are interested. Let a time be fixed upon when each committee shall visit the school. Let each committee make its visit at the specified time. In this way the school will be visited by some one almost every week of the term, and we think much good would result; the object being to make it apparent to both teacher and scholar that an interest is felt for their success. The prudential committee chosen in this way will be more likely to be persons who will act for the benefit of the district, than those who are nominated in the hurry and bustle of town meeting.

Chairman of School Committee.—L. J. TOWNSEND.

NEW ASHFORD.

Your committee would earnestly recommend the revival of the old system practiced by our fathers, of visiting the schools. Much may be accomplished by this, to us little matter, of personal inspection and presence, both of parents and committees. We would recommend less complaint where it is manifestly unnecessary, and more of encouragement. While Christian men and women are laboring for the evangelization of the world, scarce a thought is given to this nursery of intellectual and moral refinement, our Common Schools. Let us begin at home, with our children, with our schools, and see to it that every laudable effort has its corresponding result, in the moral and intellectual training of the youth of our land.

School Committee.—A. A. JORDAN, N. G. BAXTER, N. L. ROYS.

NEW MARLBOROUGH.

I know many are jealous of district freedom, but under the supervision of the town's committee, the simple power of hiring one whom the committee may set aside, is not of much value. It is found a sufficient cure for any one advocating this liberty, to choose him one of the committee of the town. He then sees in this system, evils that might be prevented, poor schools where there might be good ones. Where districts have transferred this duty of hiring to the committee, the schools have made comparatively better progress. We do not say that schools of the first class would uniformly follow in the wake of the proposed change, but we should feel under obligations then to have good schools or none; should at least

insist on some degree of success. Now, we are required to make brick without straw. How can we require what is beyond the teachers' ability? Their literary qualifications may be tolerable, but their situation is too hard for them; and we shrink from the disheartening process of closing the school.

It is almost equally cruel to refuse a certificate. The agents often bring us a teacher with something like the following private explanation. "We have brought this teacher to you, not knowing her qualifications, but a little doubtful of them. She wished to teach, and I thought you could refuse a certificate if you thought best." If we do this, bitter feelings are often engendered, and the agent incensed, although his only ground for hiring often is importunity. Not that we crave the job of hiring, for we should hardly be willing to hold our present office with this extra care added. But with our experience, it is clear to us that those who superintend and direct the schools; who know the teachers best, and accept or reject them, should also employ.

School Committee.—CYRUS L. HARTWELL, WILLIAM GOODWIN, SETH PEASE.

PITTSFIELD.

We have tried the district system in our schools for a long series of years, and great good has grown out of it, we admit; but it is now inadequate to promote the highest interest of education. But some say it was good enough for me and my father and grandfather, and is the present generation better than they? What was suitable then is suitable now. We regard most of the opposition to the change from the district system to the town system, as growing out of mere prejudice, or a wish not to be jostled out of the ruts of ages into which they have settled. "All experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed." Our ancestors used wooden ploughs, and went to mill or meeting in ox-carts, over corduroy roads; carded the wool, spun the yarn, wove the cloth, and made the garments for themselves and family; were days in travelling from one part of a State to another; weeks and even months were consumed in getting intelligence from one section of the country to another. They were healthy, honest and useful in their day. We honor their memory. But must we ignore all the advantages of the improvements in the mechanic arts? May we not avail ourselves of all the advantages of water and steam power, and of electricity? No one questions or opposes the advancing tide of improvement in all material respects. Social, intellectual, educational and religious progress is of slower growth. In these respects we yield an unwilling assent to progress,

if it involves a change in the manner of doing things. We start at an old truth in a new garb.

Let us be willing, candidly and fairly, to investigate this whole subject, and give a system which has met the approval of every State Board of Education in the Commonwealth, and has commended itself by actual experiment in most of the eastern part of the State, a fair trial.

For the Committee.—L. H. GAMWELL.

SANDISFIELD.

Many think that a school report should contain a full and distinct statement of each school in town, pointing out the success or failings and failures of each teacher, and bring them out prominently before the public; a plan which many committees adopt.

But, after duly considering the matter, I am of the opinion that justice to those who are plying the vocation of teaching, requires the withholding of any such censure and criticism as would fall to the lot of many. School teachers are not infallible, and the duties devolving upon them are many, arduous, and oftentimes perplexingly difficult. If they err, and "to err is human," why expose their failings in a public meeting, or in printed sheets scattered broadcast throughout the town? Men of other professions are not subjected to the trying ordeal of any such general exposure why school teachers? Are they not by nature as sensitive, and do they not possess as much pride of character as the doctor, lawyer, statesman, etc.? If reproof and caution are necessary, it is evident that it may be administered in some more judicious and effective manner.

There is a tendency among teachers to crowd the mind with words instead of ideas, loading the brain with superficial instead of solid matter; consequently their pupils become light-headed and giddy. They are prone to apply the spur, when they had better tighten the rein. They endeavor to put on more steam and get up more motion, when they had better apply the brake.

The man who travels for pleasure, profit, or knowledge, desires to pursue his way leisurely, in order that he may have time to observe, examine, reflect, digest. But the man who is eager to reach his journey's end, and is impatient at what he considers the slowness of the express train, has no time for either.

So the child, who is wending its way up the "hill of science," should have ample time for investigation, and every object of interest pointed out and fully explained by the teacher, who sustains the same relation to the child that the cicerone does to the traveller in a foreign land.

Teachers oftentimes point out to me with an air of pride and satisfaction, the amount of literary ground which has been canvassed in the short space

of three or four months, but I am inclined to look upon such with an eye of distrust. I fear their pupils have got the shadow, and not the substance ; those who make no such pretensions are usually the most successful.

We should never make the multiplicity of books and pages superficially scanned in a brief space of time, the gauge by which to test the capacity of mind. Ideas, not words, are the best criterion upon which to base our judgment. The reading and spelling exercises in many of our schools are unsuccessfully conducted. A class is called out to read. How mechanical and uninteresting on the part of many ! Either a drawling, halting, hesitating, or a mumbling, indistinct and monotonous succession of sounds escape from the vocal organs, much in the same manner as we may imagine to have proceeded from Fabers's once famous talking automaton. Those habits are generally formed in childhood, and in after years the best of educators find it difficult to eradicate them. The spelling-book is frequently thrust aside as too insignificant for ardent and aspiring minds, the "would be giants in small clothes ;" and need we wonder at the mutilation the most common words in the English language constantly undergo ?

Some years ago, the "State Board of Agriculture," aware of the limited knowledge possessed by the mass of our farmers respecting the theoretical and practical principles connected with their vocation, caused a work to be prepared to meet the wants of those who till the soil for a livelihood. The preparation of the work was intrusted to the hands of George B. Emerson and Charles L. Flint, men well known to the public, and noted for their zeal and ability in agricultural pursuits ; and the result is, a work of much value to the student and general reader. I am fully persuaded that if our farmers were educated for their business, they would find it decidedly for their advantage. Many an unproductive acre would be made to smile with beauty and verdure, and its value increased tenfold. Many a material, highly impregnated with productive properties, which are continually suffered to run to waste, would be diverted into channels of profit and pleasure. By an acquaintance with the nature, haunts and habits of destructive insects, many a richly laden field, tree or shrub, would be saved from their devastating power. Those domestic animals which are the pride and boast of every ambitious farmer, would by their superior and thrifty appearance testify to the extra care of their intelligent owners. As a general rule, you will find the persevering and scientific farmer to be a man who reads, reflects, examines, inquires, experiments, draws conclusions from cause and effect, originates and develops new theories, capable of being turned to highly practical and beneficial results.

It will be admitted that our professional men must be educated in a manner to accord with their occupation, in order to be successful and gain public favor and patronage ; and but few men, when their lives are in

jeopardy, prefer to intrust themselves to the hands of a pretentious and ignorant quack, instead of a well-educated physician.

Why this apathy in regard to educating those who are to till the soil in a manner which will promote their interest, and upon whose instrumentality all classes are dependent for the continuance of life? "The State Board of Agriculture" have started in the right direction; let us second their endeavors by moving in unison with them. What more advantageous time than youth, to commence the study of agriculture? and what more appropriate place than the Common School, wherein is laid the foundation of all knowledge, the solid and enduring basis upon which to rear the superstructure?

School Committee.—GEO. A. SHEPARD, E. D. BELDEN, CHESTER CLAFLIN.

SAVOY.

It has generally been the custom in this town to criticize the personal merits of the teachers, but we have come to the conclusion that it does little good, and is often injurious. If commendation is bestowed on some of the teachers, censure of the others is sometimes thought to be implied. We think that so long as a teacher is employed, he should be sustained and encouraged by the committee; if his merits outweigh his faults, they should give advice and counsel, and point out his faults to him in private; and if he has serious faults and cannot correct them, let the committee quietly dismiss him, and not put his failings into the next report for the public gaze. No teacher who has not largely the confidence of the public, can have good success; and the committee should not lessen such confidence by unfavorable remarks of him in their annual report.

School Committee.—F. C. BOURNE, HORACE POLLY.

SHEFFIELD.

We would call the attention of teachers to one branch of education hitherto neglected. We refer to politeness, or good manners. A well-trained intellect is an attainment of great value; but, in order to success or honorable position in life, there should be added a graceful demeanor. Direct instruction on this subject is highly important, and by spending a few moments each day in giving to a school rules of etiquette, much might be accomplished. Another very important item is again referred to—the health of the pupils. Teachers should always take care that the school-room is properly ventilated, and at all times have suitable temperature for health and comfort.

School Committee.—H. D. TRAIN, JAMES BRADFORD.

STOCKBRIDGE.

As the town by its vote committed the selection of teachers into the hands of the prudential committees of the several districts, your committee were relieved of all responsibility with respect to the teachers, except so far as to see that their scholarship and moral character came within the requirements of the law.

Their experience during the past year has only deepened their convictions that the interests of the schools would be more materially advanced, and the money of the town be more judiciously expended, by refusing to alienate this power from the hands of their own committee. Our school system lodges it there, and all experience justifies its wisdom. Some of the gentlemen who acted as prudential committee in the districts have consulted the town's committee, and have admitted thereby the obvious propriety of their selecting the teachers, by confessing that their acquaintance with teachers and the especial wants of their schools was not adequate to the choice. One has refused to act in this capacity, on the ground that the town's committee were alone competent to act in the premises. The good results in these districts has been apparent. Other prudential committees have brought forward on the eve of opening the schools, persons ignorant of the very elements of knowledge to be communicated in the school. In two instances the argument that the district is more likely to obtain a teacher more satisfactory to them through the intervention of the prudential committee, has proved fallacious. In one district a large majority petitioned the town committee to appoint a teacher which they desired, in opposition to the prudential committee, and in the other the appointee of the prudential committee was obliged to relinquish the school, because the people of the district did not approve the choice.

Local prejudices and cliques are far more apt to cavil at the selection of local committees, than when the town's committee appoint. The reason is plain. If one member of the school committee should have some relative or friend whom he may appreciate more highly than the individual merits, his colleagues, not having the same partialities, do not see it, and will not be persuaded to foist on the schools persons who are inferior to others who apply for the place. But they have no choice when they can only reject the candidate in case of deficiency in scholarship, while at the same time they know that if other applicants were allowed to test their merits by the side of the successful candidate, the candidate would be obliged to give place to a better. It is very evident to us that much bickering and division in the districts would be obviated by the retention of this power in the hands of the town.

Wages of Teachers.—Many of the schools have had unusually short sessions. This has resulted in part from the increased wages required by

the necessities of the times. The town did not increase its appropriation last year, and unless the amount is increased the schools will suffer. Good teachers cannot be procured at old prices; and if good teachers are hired at the prices which now rule, then the terms must be so shortened as to render them of comparatively little value, if indeed good teachers can be induced to teach for a short time. The children too will forget in the long vacations all that they have learned in school.

But as the burdens upon the people in this time of war are heavy, and call for curtailment and economy in all departments of life, we are of the opinion that no detriment will be done to the schools, by the employment of female teachers exclusively. We are yet to learn wherein men are superior to women as teachers except in the matter of physical strength, which in some rare case may be requisite to bring some rude, overgrown boy, under discipline. But in control, even, and in knowledge, tact, aptness to teach, we have had female teachers, who had no peer among the male teachers of the town. The very scarcity of men, in these times, should raise the presumption that the male applicant was not fit for the place.

We do not advocate the employment of females simply because they can be had for less wages than they actually earn, but this is a field where men ought not to compete with them, especially when every other avenue to honorable and profitable employment, is open to them. We recommend, therefore, such increased appropriation, as will enable the town to keep long schools, and pay good female teachers fair wages.

School Committee.—A. H. DASHIELL, Jr., GEORGE UHLER, MARSHALL WARNER.

WEST STOCKBRIDGE.

In mentioning a few things calculated to improve our schools we would say, that the school-houses should be pleasantly located where the children shall not be compelled to use the public roads as a play-ground, thereby endangering life and limb; and where the noise from mechanical shops, the shoutings of teamsters at public watering places, the rattling of wagons or the jingling of bells within a few feet of the house, and the jokes and vulgar talk of the low and ill-bred shall not attract the attention of the pupils, disturb the quiet of the school, or be imitated and made the theme of conversation among the scholars when out at play. The school-house should not only have a pleasant site and ample play-ground, but should be attractive and inviting in its appearance. Its internal arrangements should be convenient, its seats easy, and its desks of proper size and height. A large blackboard, outline maps, and a globe ought to be found in every school-room. And your committee are sorry to be obliged to report that nearly all our school-houses and their locations are just the opposite of what they should be, and would better befit criminals than scholars. Not a globe

can be found in any school, and but few outline maps, or remnants of what were once outline maps. Where blackboards exist, they are generally small, and so much out of repair as to be nearly useless. But good and properly located houses, with all the desirable fixtures and apparatus, will not of themselves make good schools, although they are very desirable, not to say indispensable auxiliaries. The progress of our children depends much, very much upon the teacher, and hence the importance of making wise selections. Some persons of excellent literary attainments are placed in our schools who make sorry work of teaching. They mean well, and seem to think that a certain routine of labor is all that teachers have to do. They require all the classes to read and spell about so much each day; hear them say their lessons in grammar, geography and arithmetic; keep them orderly and quiet perhaps during school hours, and really suppose they are teaching a most excellent school; and the district may sometimes be of the same opinion; when in fact the scholars are really accomplishing next to nothing, unless it be to acquire habits of carelessness and inattention. All the exercises of the school-room are conducted in such a monotonous way, that no life or animation appears either in questions or answers to interest scholars and make them ambitious. What they learn to repeat will be of but little practical use, for they they do not comprehend it sufficiently to understand the principles intended to be taught, and in consequence of their indifference it is soon lost and numbered with things forgotten. Children like variety, and the same form of conducting any recitation continued from day to day, becomes irksome and consequently unprofitable. But let the teachers themselves be actively devoted to their business; manifest a lively interest in all their duties, and possess the ability of imparting instruction in its ten thousand attractive forms suited to the capacity and comprehension of their pupils, and all inattention, uneasiness and lethargy will disappear, and the school-room will be remembered in after life as the bright and lovely spot where youthful days were profitably and pleasantly spent.

School Committee.—C. C. FRENCH, G. G. FOSKET, E. F. POPE.

NORFOLK COUNTY.

BRAINTREE.

We have no disposition at present to indulge in, nor see any necessity for individual animadversions upon any of the teachers. We have taken occasion during the year, to discuss the ordinary merits or defects of each

school before it, either during its progress or at its close ; and to counsel, encourage and advise the teachers, and to correct their faults whilst the correction would be of service to themselves and the schools under their care.

For the Committee.—NOAH TORREY.

BROOKLINE.

Physical Instruction and Drill.—Although not prepared to offer any suggestions in this connection at this time, yet we do not like to pass over in silence a subject which we have so often urged upon the attention of our fellow-citizens ; being fully convinced that a proper combination of physical and mental instruction, even with only the same number of hours devoted to both as are now given to the latter alone, would produce a much higher and more available condition of mental culture than can be produced by the present system of forcing the mental powers to the neglect of the physical. Making no argument on the points that the present unfortunate condition of our country requires that every citizen should receive such military education as may fit him to answer promptly and efficiently his country's call, and that at no time can such education be so easily, so quickly, so economically and so advantageously acquired as in youth, we are satisfied, that, for mere school purposes, the military drill is the best form of physical instruction, because of the habits of manly deportment, watchful attention, and prompt obedience, which it produces. We have reason to expect, that, before the close of the present session, our legislature will give us a plan for military instruction in all the schools of the State ; and, if the result should justify our expectations, it will be a source of proper pride, that one of the strongest evidences of the feasibility of such a plan was given to the legislature by a corps of Brookline boys, who, almost unaided, had made themselves one among the best drilled companies of any age in the State.

Secretary.—F. W. PRESCOTT.

DEDHAM.

Truancy and Absenteeism.—The attention of all who are called to be connected with the administration of the Public Schools is now especially drawn to the subject of truancy. The influence of this vice (for by no other term can it be properly characterized,) cannot be overestimated, for if not checked, it will utterly destroy the discipline of any school, and ultimately become a scourge to society itself, in leading boys to disgrace and crime. It is undeniable that in the town of Dedham, especially in Dedham Village, truancy exists to a considerable extent. Few persons can be fully

aware of the number of boys who haunt our streets, growing up in ignorance and vice, who constantly utter profane and obscene language, who have no parental restraint at home, and no legal restraint abroad. These are usually the boys whose names, if found on our school registers, are marked as absent from school for weeks together. Sometimes, so artfully is the truancy practised, the teacher supposes the scholar has left the school permanently, while at the same time the parent supposes the child goes to school as usual, until by some accident the painful facts are revealed. Sometimes, also, we are sorry to add, the parent, desiring to shield the scholar from punishment, will extenuate the conduct of the truant by the most unworthy excuses; and when the truant is detected, how to punish him is a matter of considerable embarrassment. Corporal punishment, which is the expedient usually suggested by the parent, willing to throw his own responsibility into the hands of the teacher, rarely has any effect upon an habitual truant. He has advanced in his career too far for that. Expulsion from school would hardly be deemed a severe punishment by the truant himself, although the example would undoubtedly be necessary to the well-being of the school. The question recurs still, What is to be done with the habitual truant? So far as we know, no entirely satisfactory answer to the question has yet been given.

The legislation of the Commonwealth has been directed towards the removal of this evil. Various statutes have been passed during the last thirteen years, affixing the penalty of a fine to the commission of the offence; but as usually the offenders are unable to pay fines, it was provided that they might be committed to "such institution of instruction, house of reformation, or suitable situation, as should be provided for the purpose" by the town. By statute of 1862, chapters 21 and 207, the duty of making by-laws relating to this subject of truancy was made obligatory upon towns; and in obedience to the statute the chairman of the committee prepared the following by-laws, which were accepted by the town at the April meeting, 1863, and were afterwards approved by the superior court, as required in the statute.

"By-laws of the town of Dedham relating to truant children and absentees from school.

"The town of Dedham hereby makes the following provisions and arrangements, in pursuance of the General Statutes of the Commonwealth, chapter 42, and also the Statutes of 1862, chapter 21 and 207, to wit:

"Any minor convicted of being an habitual truant, or any child convicted of wandering about the streets or public places of the town of Dedham, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years, shall be punished by a fine not exceeding twenty dollars for each offence, or may, in the discretion of the justice having jurisdiction of the case, instead of

the fine above mentioned, be committed to the work-house in the town of Dedham, subject to the rules and regulations thereof, for such time, not exceeding two years, as such justice may determine; and the said work-house is provided by the town as the place for the confinement of offenders under these by-laws, and by authority of the statutes aforesaid."

Whether the work-house be a "suitable situation" for the punishment of this class of offenders, may admit of discussion. But as this institution seemed to be the only place at the disposal of the town, it was designated for the purpose.

It would be expected, as a consequence of insufficient salaries, that we should lose those teachers who find opportunities at hand to increase their incomes; and accordingly, during the past year, we have parted with three valuable teachers—Mr. ———, of South Dedham, who had given us between six and seven years of faithful and efficient service; Mr. ———, of Dedham Village, who, though he had been with us but a year and a half, had done an excellent work; and Miss ———, the assistant teacher of the High School during the past six years, and who retired with the full confidence of the committee in her capacity as a teacher, and with the respect and esteem of her pupils. These teachers (with the exception of Mr. ———, who has sought another more profitable calling,) are now in the receipt of salaries much larger than those paid them in Dedham. To say that their places are now well supplied, as doubtless they are, does not answer the proposition that the withdrawal of a successful teacher from a school, for a time, at least, operates to its disadvantage. New modes of instruction are an inevitable result, and to these the pupils must become accustomed, before they can again go forward.

We hope that the people of this town have arrived at the opinion that the salaries of the teachers should not only be adequately raised, but made permanent, so that a frequent change of teachers may to a certain extent hereafter be avoided.

The committee have thought it best in this report to depart from the custom hitherto observed, of making special comments upon each of the several schools of the town. It has already been said, that in the opinion of the committee, all the schools, with scarcely one exception, appear in a good state of efficiency. A review of the whole twenty-seven, with observations upon the particular excellencies of each, could add but little to the force of this statement, or to the interest of this report. All the statistics of these schools will be found in the summary of schools appended hereto, and there will be found, as the teachers have reported to us in their registers, all the most important information relative to the condition of the schools. It will readily be seen that to go through the whole of the schools with a running commentary, will not communicate much additional information, and is apt to degenerate into formality. Nor in the opinion of the com-

mittee, is the annual report a fit place for dispensing compliments, however well deserved, to teachers. If indiscriminately bestowed, they become systematic flattery. Still less ought the committee to take this opportunity for severe criticism, even though it may be just. Both praise and censure from a school committee should be conveyed privately and not publicly, else the good they may accomplish may be lost. The faithful and conscientious teacher need never fear that his or her labors will not be recognized. We have many such in our schools, and though not named in this report to be seen and read, yet they are recognized by the involuntary love and obedience of their pupils, the respect and regard of parents, and the continued confidence of the committee. If they seek a higher reward for their labors, it will be found in that inward sense of having done their duty well, which is priceless in comparison with the formal praises of men.

School Committee.—ERASTUS WORTHINGTON, M. M. COLBURN, C. S. LOCKE, ALFRED HEWINS, BENJ. H. BAILEY, M. R. LEONARD.

DOVER.

Another thing your committee would suggest for the consideration of the town: that is, to form a town Common School association, which shall hold public meetings at the school-houses in the several districts during the winter evenings, or at other times and places as the association may direct. To give an idea of the plan to be pursued and the results of such a course, we quote a few words from the report of a committee in another town, where such an association was formed. The report says: "During the winter our Common School association held nine public meetings, at nine different school-houses, with unabated interest and success. The meetings were opened with a school song and prayer. A lecture on some useful and important subject was given by some person previously appointed; essays were read; a school-paper of original compositions by the scholars was presented; addresses and remarks were offered, etc. These meetings have done much to awaken and keep alive a laudable interest in our Common Schools. Many important practical lessons are given in relation to the duties of parents, teachers and scholars. These meetings, if well conducted, are capable of being highly useful to the community at a very trifling expense."

If they have proved beneficial in other places, why may they not to us?

School Committee.—T. S. NORTON, CALVIN RICHARDS, GEO. L. HOWE.

FOXBOROUGH.

We would particularly call attention to the ventilation of school-rooms. It is rarely, in the winter season, that your committee spend a half day in the school-room without suffering from the effects of bad air. For the most

part there is no means of ventilation except the opening of doors and windows, which cannot be done with prudent regard to the health of both scholars and teachers. We beg that this need receive immediate attention.

Branches taught in the Public Schools.—We think there is a tendency on the part of some of our people to require too many branches to be taught in the district schools. There are many things which may and ought to be taught in general exercises, but branches of study should not be multiplied. We find that the most important studies are most neglected by both scholars and teachers. We consider it of the first importance that our children be taught to speak, read and write the English language correctly; yet it is not uncommon to find pupils striving to master the higher principles of arithmetic and even algebra and geometry, who know so little of the structure of our language that they are unable to read intelligibly the problems before them. This is wrong. We find that an undue portion of time is devoted to mathematics. Many take no interest in any other branch. We send many young men out into the world who know little but how to "calculate" or "reckon well." They go out to be citizens of a great, free, growing country, knowing little of its geography, nothing of its history, totally ignorant of its resources and incapable of speaking and writing its language intelligibly. There is little danger that scholars will not know enough of arithmetic, but there is great danger that they will know too little of everything else. We cannot encourage the study of the higher mathematics, especially of algebra, in our Common Schools. We cannot regard this last named branch as of the least practical importance. As already intimated, more attention should be bestowed upon the form and structure of our language, so that those who graduate from our Public Schools will not only be able to think clearly, but will also be able to profit by what others may express, and to give a correct utterance to their own thoughts. Reading, spelling, composition and declamation are greatly neglected. Geography is studied with too little profit, and history, even the history of our own country, is almost unknown in our schools. These things are not right.

School Committee.—C. A. BRADLEY, J. M. EVERETT, GEO. P. PERRY.

FRANKLIN.

Personal Criticisms of Teachers.—There has been some doubt and discussion, in the committee, concerning the frequent practice of making personal criticisms in school reports upon the different teachers employed. We are aware, of course, of the general interest felt both by the subjects of such criticism, as also by their friends and patrons and the public generally. Nor are we unwilling to gratify any legitimate desire in this direction,

if by so doing we may aid the cause of Common School education. There are, however, certain difficulties and drawbacks involved in such a practice, that lead us to question the wisdom or profit of such a practice.

To render such criticisms of value, they must of course, be judicious and fair. Any failure in these particulars must destroy such value and render them worse than useless. And yet the chances of such failure are very obvious. For—

1. Fair and judicious criticisms of teachers demand ability in those who attempt them. They require knowledge and observation, opportunity and consideration, before we are prepared to sit in judgment on the merits and demerits of those engaged in the business of instruction. Marked examples of either success or failure may be recognized and fairly characterized. But the majority of our teachers, as already intimated, belong to neither extreme, so that a fair and accurate judgment can be reached only by greater and more intelligent care and consideration than most of the members of school committees have either the ability or opportunity to give.

2. Such criticisms demand honesty. Members of school committees are but men, with like passions as others, and of course liable to be the victims of undue partiality or prejudice. They should not, indeed, allow such partiality and prejudice to influence their formally pronounced judgments upon the conduct of teachers. And yet, with our knowledge of human nature, we need not be surprised if they should. Is there need of argument to prove that, if such an influence should be exerted, it must vitiate such judgments—not only rendering them worthless, but worse than useless?

3. Then, again, the circumstances of the case, often render it very difficult to make correct conclusions concerning the real merits or demerits of a teacher; so that, with the fairest intentions and the requisite qualifications for right judgment, it is difficult to adjust the balance between credit and censure as it should be. Parents may be hostile or indifferent, allowing or even compelling their children to be irregular and tardy in attendance; encouraging them little, or absolutely hindering them in their studies; there may, too, be so much that is inconvenient and repulsive in the school-room or its surroundings, there may be feuds and sectional animosities in the district, pervading even the school-room itself; that the most able and faithful teacher may fail of that success which, under other and more favorable circumstances would crown his efforts. A judgment founded on the appearance and actual workings of such a teacher, so situated, might do him sad injustice. On the other hand, an indifferent teacher might succeed better and make a better show than his absolute abilities or fidelity would secure or justify, by the happy concurrence of circumstances that not only allow but almost compel success.

Actuated by these considerations, and fearing lest we might do injustice by undeserved censure, or bestow praise that may not be deserved, we send

out our report without those incitements of interest which such personal criticisms afford.

The Schools rightly under the Exclusive Control of the Town.—There is a very general misapprehension concerning the real jurisdiction of our schools. In many minds the impression is very strong that, in an important sense, the schools belong to the districts, and that the right and responsibility of their management is lodged in their hands. No conclusion, however, can be more erroneous. In the language of the present Secretary of the Board of Education: "The school is the town's school, entirely under its regulations. The statute obligation of maintaining the school rests on the town alone." They are indeed called "district schools," but it is only in a very much modified and secondary sense that that appellation is applicable. They are town schools, located in the districts only for the greater accommodation of those for whom they are established. They are supported at the town's expense, and it is but fitting that the town should manage what it alone provides and sustains.

"We pay our taxes," it is sometimes said by the advocates of the "district system," "and it is only fair that we should have our voice in spending the money." The principle is correct, but the application is wrong. We believe with our fathers, that "taxation without representation" is wrong and tyrannical. Nor is there any violation of this principle in our school laws. For we pay our taxes to the town and not to the district; and, as inhabitants of the town, tax-payers have a voice and a vote in their disbursement. They have a voice in deciding the amount appropriated for schools, and in the election of the town committee who are to superintend their management; and with that they should be content. If, as inhabitants of the district, for district purposes they pay their taxes, then as a district they should have a voice in deciding how much money should be expended. But, surely, they should claim no voice as a district in disbursing money which the town raises.

The principle is plain. The application to the case before us is plainer and more significant, as will appear from a few figures, which have been compiled with considerable care and labor from the assessor's books. This town appropriated for schools \$1,750, which sum was divided among the different districts by vote. By finding the proportion between the whole appropriations of the town and this sum, we can readily determine how large a part of the taxes, of an individual or a district, paid into the town treasury, was taken for the support of schools. Guided by that rule, we have ascertained that every district but "No. 1," receives more for its schools than it pays into the treasury for that purpose. The figures are as follows:—

No. 1 is taxed for schools, \$682 ; and receives for same, \$308. Less, \$374.					
2	"	"	102 ;	"	" 166. More, 64.
3	"	"	193 ;	"	" 296. " 103.
4	"	"	106 ;	"	" 151. " 45.
5	"	"	127 ;	"	" 139. " 12.
6	"	"	113 ;	"	" 160. " 47.
7	"	"	79 ;	"	" 130. " 51.
8	"	"	152 ;	"	" 175. " 23.
9	"	"	132 ;	"	" 160. " 28.
10	"	"	60 ;	"	" 145. " 95.

This table is surely very significant and instructive. From it it appears that No. 1 pays into the treasury for schools, \$374 more than it receives for that purpose, while all the rest receive more than they pay in. Thus No. 7 only pays \$79 and receives \$130, or \$51 more than it pays in. No. 10 pays only \$60 and receives \$145, or \$95 more than it pays. Is there any good reason why these districts, whose children are thus educated so much at others' expense, should have, in addition, a voice in the manner in which that money, so much, to them, *gratuitous*, should be expended?

The matter appears in a light still more glaring and suggestive, when you make the comparison more individual, and estimate what a single family receives by the side of what it pays. Thus in No. 7, each scholar receives about \$7. A family numbering four scholars receives then \$28. How much of that sum does the head of that family pay? Of course it depends upon the amount of his taxes. If he is poor and pays little more than poll tax, what he pays will be nearly nominal. Suppose his tax to be \$15. The whole appropriation of the town for the year was \$5,250 ; the school appropriation was \$1,750, or one-third of the whole. He, then, who pays a tax of \$15 to the town, pays for school purposes \$5. So far, then, as the argument from the payment of taxes is concerned, it may be replied : 1. The tax-payer pays his taxes to the town, and, as a voter, has a voice in their disbursement. 2. The large majority who send children receive much more from the town than they pay. It seems hardly possible that candid and ingenuous minds can look at these facts, and not be convinced of the true policy which should be adopted.

School Committee.—SAMUEL HUNT, ADIN D. SARGENT, SALMON W. SQUIRE.

MEDFIELD.

There is a consideration which is too often lost sight of, though of the greatest importance in estimating the fitness and worth of a teacher. The physical energy to overcome resistance and enforce obedience in the school-room, and the intellectual capacity to convey instruction, do not alone

constitute the real worth of the teacher. There must indeed be power to command and preserve order in the school-room. But every movement of a child, in a crowded or poorly ventilated room, need not be mechanically exact. His breath need not be hushed through fear of punishment. A teacher's best power in the school-room is the force of wisdom and love. This will rarely, if ever fail.

It is a question whether the education most sought after and prized in many schools, be not too artificial and exclusively intellectual; whether it be sufficiently practical, and adapted to secure the substantial refinements and comforts of living; or has any necessary connection with the formation of the moral character. That the mind is to be enlightened and cultivated, and its capacities developed and strengthened by exercise, will of course be admitted. Yet there is an education of infinitely greater importance than this, and that is, the education of the heart—the creation of those impulses which will always lead one to act according to the dictates of conscience—and the fostering of those sentiments and affections which will always render the performance of duty one's choice and delight. Where attention is wholly or chiefly bestowed on intellectual acquirements, moral culture and habits will be neglected; and where the dispositions and affections of the heart are left uncultivated, or without right direction, any attainments in knowledge and learning may be made as subservient to vice as to virtue. The power, then, to attract and sway the heart, to cultivate and direct the affections, to mould the moral character, is of equal, if not greater importance, in estimating the fitness and worth of a teacher, than the capacity to instruct the minds, or to subdue the playful or the mischievous dispositions of children.

There is also a knowledge of the laws of health and life, and a readiness to perceive and correct any infraction of them, which is of vital importance in making up an estimate of the worth of any teacher. Nothing stands more in the way of mental activity and culture in the school-room, than ignorance of, or inattention to, these laws. The inevitable penalties of disobeying them are plainly to be seen, too, in the ruined health of many a child.

It might be well if every teacher were able and disposed to give proper instruction in gymnastic exercises. These would serve to quicken the scholar's blood, and make study less wearisome than it often is. They would strengthen the muscles, expand the lungs, enlarge the brains, and help to prolong the lives of many children, especially females, who are now incapable of close and long-continued study. "A celebrated professor in a medical institution, finding his health and vigor to be failing, in consequence of close confinement to intellectual labors, ordered a strong rope to be fastened to the belfry of the institution; then, by climbing this rope every morning, he rose rapidly in the world, his ailments disappeared, and he bore

without injury the confinement and labors of the day." Hemp may be a serviceable prescription now, in the way of jumping-ropes and swings for boys and girls, as well as in a different way, for disposing of knaves and traitors.

School Committee.—CHAS. C. SEWALL.

MEDWAY.

The session of the Teachers' Institute held in West Medway last autumn was an occasion of great intellectual and social enjoyment and improvement to all who had the opportunity to attend. Teachers received many valuable hints, and could not but be benefited. It was attended with much labor on the part of our citizens, yet we have heard no complaint, but much satisfaction expressed. The thoughts of Dr. Mason upon music, the manner in which it should be taught and performed, its uses as a means of recreation, and in the worship of God, were of the highest importance, not only to teachers, but to all who have voices or ears. The lectures on various important topics were attended with daily increasing interest until, on the last evening, the church where the meeting was held was literally crowded.

School Committee.—DAVID SANFORD, ANSON DANIELS, W. P. CLARK.

NEEDHAM.

Great attention has been given to the development of a rational scholarship. Through the medium of the teachers, and by direct address, the committee have endeavored to impress upon the pupils the importance of knowing the how and why of every step of progress. We do not wish to simply cram our children with facts, but to educate them. It is not enough for them to know the mode of solving a problem, or analyzing a sentence; they must understand the reason for it. In pursuance of this object, some of our advanced classes in mathematics have suddenly found themselves thrust back, to cultivate an acquaintance, on more familiar terms, with the first principles of arithmetic, and have been free to acknowledge the pleasure and benefit of the new course.

One other word in this connection. If we are to have teachers fitted for the work which ought to be done, they must receive a sufficient reward for their services. Cheap schools are the dearest of all commodities. There are some of our teachers whose services your committee have felt were in part a charity to the town, since they might easily have commanded an increased salary in other localities. In the case of some, a slight advance has been made, but they are still all underpaid.

It has been the endeavor of the committee to make the visitation of schools something more than a matter of form. Half a day has frequently been spent in a single room, the office of the teacher has been assumed for the time, and the classes examined as to their comprehension of the principles underlying the studies pursued. In like manner an effort has been made to divest the term examinations of the character of exhibitions. The two things are entirely distinct; a proper examination indicating with a reasonable degree of distinctness the extent of a scholar's attainments; an exhibition unprofitable, and, too often, a "weariness to the flesh." It is simple justice to our teachers to say that they have coöperated heartily in these measures, and, by so doing, have, in no small degree, insured their efficiency.

For the Committee.—E. S. ARWOOD.

QUINCY.

We shall not, in this report, individually criticize teachers or schools. Such personal criticism was, at one time, quite customary. It is fast becoming, however, a custom more honored in the breach than in the observance, and is beginning to receive in various quarters the condemnation it deserves. We agree with the statement of a former committee, that "it serves no good purpose to parade in a public report the faults and foibles, or alleged faults and foibles of a teacher, or give a semi-judicial opinion of condemnation of his character." We agree with the school committee of another town, that "it is no part of the right or duty of a committee to pronounce publicly upon the merits of a teacher. It is purely a voluntary service, which neither the law, nor, we believe, the best interests of the schools, require at our hand. We accord to our teachers, as their right, the privilege of making their own record before the public." We also substantially endorse the following remarks of D. B. Hagar, Esq., at the nineteenth annual meeting of the Massachusetts Teachers' Association. "A report ought, it seems to me, to state the condition of every school in town, with reference to the attendance and punctuality of the scholars, the condition and wants of school-houses and school furniture and apparatus. Whatever depends upon opinions, influence, and action outside of the school-room, should be publicly discussed; whatever depends upon the teacher alone, should be discussed privately with the teacher." We add, that a committee's cure for incompetent teachers is not complaint, but removal; and that the town's cure for the failure of committees to do their duty in this respect is the election of new and more faithful committee men.

General Condition of the Schools.—Of the general condition of the schools we are able to speak, this year, with great satisfaction. There has

been of late, in this town, a marked and steady progress in the art of education. A new life has been infused into the hearts and minds of the teachers, and, through them, into the hearts and minds of their pupils. There has sprung up, in many instances, a spirit of generous rivalry among the teachers. They have given themselves, with more zeal than ever before, to the faithful practice of their profession; and not only that, but also to the careful study of it, in its various branches. They have aimed to ascertain, and striven to avail themselves of, the best methods of education. They have generally shown themselves to be neither blind conservatives, nor rash radicals; but have been willing and careful to cast aside whatever has proved itself to be clearly effete, and to adopt such new theories, and such only, as a fair trial has declared to be wise and salutary. For the furtherance of the ends they aim at, they have formed themselves into a teachers' association; at whose semi-monthly meetings, in addition to other exercises, papers of no low order of merit are read, and practical questions are earnestly and felicitously discussed. Many of them, moreover, have been constant attendants at State and county educational meetings. They have subscribed to, read, and in some cases, if we mistake not, studied, the "Massachusetts Teacher," that valuable vehicle of wise thoughts and helpful suggestions.

All this has not been without its evident effect upon the schools. And we sincerely believe that at no time have the citizens of Quincy had more reason to be proud of their Public Schools as a whole, than at this present.

While fully recognizing the services of other faithful and successful teachers, we feel constrained to say that the improvement in our schools, during the past few years, is in some measure due to the appointment, in several instances, of graduates of Normal Schools to the offices of instruction among us. And we take this opportunity of expressing our deep sense of the value of these beneficent institutions to our whole community.

Nor should we refrain from expressing our thankfulness that parents have latterly shown themselves more ready to coöperate with the teachers in their difficult tasks. We wish we could say—we hope that some future committee may be able to say—that, in every part of the town, parents and teachers labor together with equal interest, and in perfect harmony, for the well-being of those entrusted to their mutual charge.

Reading.—In most of the schools the reading is good. We would especially commend the pains taken by some of the Primary School teachers to teach their pupils to read understandingly, and with expression. The habit of good reading, early acquired, is not easily lost. And, on the other hand, if children are allowed to fall into a monotonous and expressionless way of reading in their first schools, they find it extremely difficult to throw it off afterwards. In this branch, as well as in others, it is of the utmost importance for the Primary School teacher to lay a good foundation, that

those who receive the children after her may have something whereon to build, and not be obliged to destroy the ill-laid structure, and begin anew. In some schools of the lowest grade we have listened to reading which, for elegance and general excellence of delivery, might well put many Grammar School scholars to the blush. In certain schools where the reading is in other respects satisfactory, there is a want of naturalness in utterance, which mars the otherwise pleasant effect.

We hold that in no case should pupils be allowed to read what they do not fully understand. Yet this rule is every day violated in our schools. This is partly owing to our defective text-books; partly the fault of teachers, who are not sufficiently careful to make clear explanations of the text; partly the fault of parents, who desire to have their children pass quickly from one book to another. Now and then you shall hear pupils spouting forth bits of Demosthenes, or of Cicero, or of Webster; of whose meaning they have hardly the faintest conception. All this is mere "sound and fury, signifying nothing."

Notwithstanding these faults and deficiencies, we affirm that in general, in our schools, the reading is good; and also that it is improving in excellence.

Spelling.—A few years ago the schools were complained of as being deficient in spelling. Past committees have exerted themselves to remedy the defect; teachers have generally listened to their suggestions, and have seconded and striven to carry out their wishes; and now, although perfection is by no means reached, there is no branch of instruction of which we are able to speak with more pleasure and satisfaction than of this. In most of the schools it has become the custom, not only to recite the spelling lessons orally, but to copy the words upon the slate or blackboard; and also to write words from dictation. These two methods of oral and of written spelling should be pursued conjointly. Neither is sufficient without the other. A pupil may be able to spell a word orally, and misspell it when told to write it. And the converse is true, though not so often true.

In regard to the important matter of definitions, we would simply say, that every word read and spelled should be understood; not merely defined, but understood; and in no instance should a teacher accept a definition as satisfactory which the giver of it does not understand.

Writing.—Marked attention has been given to this branch, during the past year. The writing-books have, generally speaking, been neatly kept; and not a few of them are, from beginning to end, excellent specimens of penmanship. Two almost universal evils we would notice; a bad posture in writing, and a bad manner of holding the pen. We would have every teacher insist that his or her pupils shall sit perfectly erect, and hold the pen properly. The habit of sitting upright while writing will be likely to

cling to one through life, and, in many cases, will prove of no little physical benefit to the writer.

Of late every pupil in the Primary Schools has been required to possess and to use daily a slate. In this way the little children are amused, interested and instructed, and their otherwise unoccupied moments filled. They learn to print, to write, to draw; and more easily learn to spell. The best slate is the "Boston Primary School Slate," with letters, geometrical figures and pictures on the margin.

When children first begin to use the pencil they should be taught to hold it in a proper manner.

Gymnastics.—Near the beginning of the school year the committee voted that gymnastics should be taught as a regular exercise in all the schools. It is quite possible to carry the practice of gymnastics to an extreme. It is, however, no longer a theory, but a proven fact, that a moderate and wise use of them in the schools benefits the pupils both physically and mentally. They relieve and refresh the mind, and render it better able to accomplish the work required of it. They strengthen the muscles, and fit them to perform with precision and accuracy their various functions. They give a healthier tone to the whole system. And, besides all this, they tend to cheer and enliven the heart.

In some of the schools the pupils are taught to perform their gymnastic exercises with the exactness of military drill. It should be so in all the schools. In this way is more thoroughly developed the sense of the beauty and fitness of order.

General Exercises.—Under this head we include all "object-teaching," and all general oral instruction. In the Primary Schools a great deal of time should be occupied in this way. An immense field is here opened to the instructor, over which she may lead her little pupils, to their delight and benefit; and, moreover, not to the detriment, but rather to the furtherance, of their regular text-book studies. If the observing faculties are fairly awakened at an early age, they can hardly fall asleep again. It is one special duty of the teacher to excite and increase the natural craving for knowledge, the principle of curiosity. Let scholars be taught the meaning of everything they see, the materials of which common objects are made, and the like, and they will learn faster, and with more interest, what is set down in the books for them to learn. Some of our schools are very fair examples of this system.

School Committee. — JOHN D. WELLS, WILLIAM B. DUGGAN, EBENEZER ADAMS, J. G. B. HEATH, JOSEPH W. ROBERTSON, JOHN CHAMBERLIN.

RANDOLPH.

It has been customary in annual reports to notice each school separately, criticizing teachers personally and speaking of their excellencies or defects, their success or failure.

There are, we think, objections to this course. The feelings of teachers and their friends may be needlessly wounded, and obstacles may be thrown in the way of the future employment of a teacher, or of success if employed. It can serve little practical purpose to point out in the town report the defects of a school already ended for the year. A more effective way is to speak of them to the teacher during the session and progress of the school. This is the special duty of the committee and a most important and responsible part of their work. This we have done at our various visits, and have noticed in many cases a marked change for the better. The teachers, with few exceptions, welcome criticisms and suggestions. The proper place for stating the results and character of a school is at the closing examination, to those more immediately interested, parents and guardians present.

The advantages of gradation in our school system manifest themselves more and more fully from year to year. Greater thoroughness in the first principles and elements of education is thus secured, and a basis laid for valuable progress in the higher studies. The studies of each grade should be fully mastered before the pupil advances to a higher one. Not infrequently scholars are anxious for promotion to the Grammar or High School, when such promotion would be an injury rather than an advantage. In these schools the standard should be as high as practicable, and rigidly maintained.

School Committee.—RICHARD STEVENS, J. WHITE BELCHER, STEPHEN G. DODD.

ROXBURY.

The High School has, within the year, revived those physical exercises of the girls, which experience is every day proving to be efficient means of preserving and promoting bodily and mental health and strength. The military drill of the boys for half an hour on Wednesdays and Saturdays, has been successful to the same end, as also to quicken and early develop a measure of martial emulation.

The aim of the High School, now more than ever before promising successful realization, is to provide, in all the branches therein taught, an education inferior to that of no other similar institution or school of any kind in the Commonwealth. Under the very thorough *regime* of the school, with its able instruction, it is fast reaching the fulfilment of what its best friends could hope. It will hence be found a practical mistake, to seek anywhere else better discipline and instruction than are here amply afforded.

Chairman of Board.—JOHN W. OLMSTEAD.

This school has been well called "the poor man's college." Here pupils of both sexes are prepared, so far as education is concerned, to enter immedi-

ately on any occupation or profession. The boys are well fitted to go out into the busy world, and to fight manfully the great battle of life; and the girls to perform well their varied and important duties, and exert a happy influence on the social or domestic circle in which they are destined to move.

It is no longer necessary to send abroad in search of female teachers for our Primary or Grammar Schools, when many of those who have been educated at our High School, and whose characters and capacities are well known, are not only willing but desirous to exercise the noble and responsible employment of educating the young.

Chairman of Sub-Committee.—JOHN S. SLEEPER.

The board can ill afford to allow an exercise so beneficial to the organs of speech as vocal drill is universally conceded to be, and one which has, under the administration of former boards, cost the city so much for instruction in its application, to pass, at the expiration of two or three years entirely or mainly into disuse.

Neither the board nor any local committee would consent, at a time when the utility is so obvious of frequently exercising the muscles of children and youth, pent up in the school-room, and compelled to sit in constrained positions over their books, breathing the impure air of the room, and suffering from feelings of dulness, stupidity, want of perception and comprehension, from the presence of half-stagnant, unarterialized blood in the brain, to allow any teacher long to retain her situation, who either from want of appreciation, indifference, or neglect, fails to open her windows, and doors, and introduce into her school, daily and hourly, if need be, some systematic physical exercises, for the relief of her restless and suffering pupils.

It appears that the teachers in some of these schools have, at their own option, perhaps by the advice and consent of their local committee, adopted into their respective schools a system of instruction known as "object-teaching;" which consists in teaching their pupils the names, qualities and uses, of objects around them; such, for instance, as the furniture of the room, the materials of their wearing apparel, their books, grass, flowers, trees, rain, snow, ice, &c., which, to the writer, appears to be an instructive and interesting exercise for children and youth of Primary Schools, and one that might, in the hands of an ingenious, skilful teacher, with a disciplined and well-stored mind, be made intensely so, and, in his estimation, ought to receive the sanction of and be encouraged by the board.

For the Examining Committee.—J. PLYMPTON.

STOUGHTON.

Physical Exercises.—The attention of all interested in the proper and complete training of the young, has been turned of late to a consideration

of the subject, how far physical culture can and ought to be introduced into our Common Schools. No one doubts the importance of the matter ; but an honest difference of opinion exists as to the feasibility, or even propriety of allowing it to occupy the time usually allotted to study. Still, wherever it has been tried with any competent knowledge on the part of the teacher of the system to be pursued and the exercises to be practised, it has proved a most salutary relief from the sameness and tedium of the ordinary routine of the school. It does not necessarily interfere with the usual studies, but is rather a positive help ; for it is a well known and admitted law of the mind, that it requires variety of employment, especially in the young, to secure its best discipline.

The development, therefore, of both the muscles and the mind may be sought for at the same time, by a judicious intermingling of exercises which shall educate the body as well as the brain. The first condition of a sound mind is a healthy body ; and if the latter can be secured or promoted by proper physical training in school, then the former which is its specific object, may be all the more readily attained. A manual on this subject has been prepared by the master of the Eliot School in Boston, who is himself well versed in the exercises, and has introduced them with excellent effect into the schools under his care. If this book, which is small and costs but little, could be furnished to every teacher in town, and they be required to familiarize themselves with its principles and practices, it would no doubt prove a valuable auxiliary in promoting this desirable branch of education.

Superintendent of Public Schools.—THOMAS WILSON.

WALPOLE.

Necessity of a more Thorough Intellectual Culture.—We are occasionally reminded that too much expense and effort are devoted to popular education ; that a more extended literary culture and the refinement of feeling that would naturally come with it, would hinder rather than help men in their daily work.

If the object of school learning and discipline is merely to meet the wants of an animal, whose thoughts reach no further than the supply of its immediate necessities, there is a show of reason in limiting the course and duration of children's studies. Not otherwise. If we have other faculties than those which are necessary to maintain our physical existence, they should be so brought out and exercised that we may reach the ends which those faculties imply.

Most of our children must earn their living by labor. For this reason we cannot educate them too well ; that is, we cannot teach them to observe too accurately, or to think too independently, or to fix their attention too

closely upon the objects of their thought. They should see what is, see it exactly as it is, and learn to form right conclusions from their observations. The chief benefit of a teacher is secured when he assists the child to educate himself, to think his own thoughts, to defy authority when it comes between him and truth, to take as little as possible for granted, and to resist his desires until they are proved to be right. What we should propose to a child is that he should use his own faculties, in order that he may be able to compare, to judge, to determine wisely in the varying conditions of life. That teacher does the best work, who strengthens the child's self-reliance.

Every child has certain powers of thought and of action. Education is usually defective in this, that it does not sufficiently exercise even the first of these; that children are not taught to practice their senses, to see, to observe, to discriminate, to learn the qualifications of things that surround them. They go through life unnecessarily ill-furnished, and consequently incapable of the enjoyment and usefulness which might, with a better education, be within their reach. It does not require much experience in the oversight of schools to ascertain that a portion of the time spent in learning words might be better spent in learning the properties and relations of things; especially those things which men must use in the transactions of daily business. This would facilitate their entrance upon the duties of life. Whatever favors self-reliance based on accurate observation and exact thinking helps to form a manly character.

Suppose a man is to pass through life as a laborer. Will the most varied culture hinder him? Will he be a worse mechanic because he knows that his art is based on the principles of natural philosophy? Or a worse farmer because he understands the elements of chemistry and the doctrines on which the rotation of crops is founded? Or a worse trader because he is acquainted with the history of commerce? Or a worse manufacturer because he is familiar with the principles of machinery? Or will a knowledge of physiology and the conditions of health impair his ability to labor? It seems as if some information about his tools and their use was essential to his success. The highest polish we can give to tools does not diminish their strength; and the utmost amount of school learning a laboring man can get is the best preparation for his apprenticeship to his special calling. The sharpening of the faculties and the acquired knowledge enable a young man to begin his business studies with the best promise of success.

But even if learning should make a laboring man dissatisfied with his condition, that would hardly be called a misfortune; because dissatisfaction leads to improvement. "If we were contented with our present, we should cease to contrive, to work, to save with a view to the future." And if the education of the whole people should improve at the same time, there would still remain the same relative difference between different classes as at present. The same work would remain to be done; but it would be done

with less effort and more profit. Brains would operate more directly against muscle.

If we look only at enjoyment, we cannot fail to notice how much it depends on the cultivation of the intellectual, and especially of the observing faculties. With these we see the beauty of the world, and learn the qualities of many common objects. By these we appreciate the wonderful and sublime appearances of nature. Natural scenes and objects, the facts of science, the events of history, the lives of great men present no attractions to the untaught and undisciplined mind. Yet these are precisely the things of which educated men chiefly think, and in the study of which they find their greatest satisfaction. They furnish sources of pleasure and means of improvement. It is hardly worth a man's while "to come into the world and quit it again without knowing what kind of a world it is, and what it contains."

The laboring man is, also, a citizen possessing equal rights with all other citizens. Rights imply duties. Can an ignorant man perform the duties of citizenship as well as he who joins intelligence to patriotism? Ignorance is the enemy of freedom. The institutions which have raised our country to prosperity and renown cannot be maintained, because they cannot be appreciated by an unthinking and untrained people. With us education is a matter of necessity. If we would make good citizens of our children, we must first make them wise enough to understand their duties, and conscientious enough to fulfil them.

Even were there no immediately practical or pecuniary results from the education of our children, we should be none the less bound to develop and discipline their faculties as far as our means will allow. Such training will render them more thoughtful and reverent, better citizens and more useful men. Nor do we rely upon intellectual culture alone. We invoke the aid of religion, that our young men and women may be found in the way of righteousness.

For the School Committee.—JOHN M. MERRICK.

WEST ROXBURY.

Burdened by the large increase of pupils in our Primary Schools, we are led to the inquiry, whether it is desirable to have them so full of children only five years of age. Could parents be present for only one day, and see the constrained silence, the unnatural and tedious inaction, the loss of fresh air and free movement, and the very small progress made in learning, to say nothing of the evil habits formed that may follow them through life, surely they would not send them forth so early from the freedom and joyousness of home. We can understand how a mother, earning her daily bread in the homes of others, should wish a depository for her children

during her absence; but it is hard to understand how mothers surrounded with the ordinary comforts of a New England home should wish to drive from it such little feet, and fasten them in the stocks of a Public School; and we confidently anticipate the time when men will wonder how our present practice in this matter could be tolerated so long in a civilized community. Time forbids us to speak of the losses occasioned by it to the older members of the school. God appointed the family to be the pleasant school of infancy and early childhood. He has fitted it to impart the instruction best adapted to their tender years; and we go contrary to divine arrangements when we send them forth prematurely from that hallowed enclosure.

Your committee have noticed the recommendation of the Secretary of the Board of Education, and the message of Governor Andrew to the Senate, proposing the introduction of the military drill into the schools of the State. It has been found, by extensive experience in England, that the drill in schools has a fine sanitary influence; that it tends to promote discipline and order, and teach habits of respect; and that it is the only sure basis of any effective militia system. As a gymnastic exercise, it is invaluable. It gives an erect attitude, expands the chest, and develops the figure. The percentage of disease in the schools which have adopted the drill is much lessened. So far from interfering with study, it has been found practically that the occasional change from mental to physical exercise increases the capacity of the intellect, and enables children to learn more in a shorter time. Accordingly, this system has been introduced into the schools of Boston and some other cities and towns by their school committees, and thus far with marked good effect. It is therefore the intention of your committee, after a full examination of the methods pursued elsewhere, to introduce the drill, so far as practicable, into our schools.

School Committee.—THOMAS LAURIE, MARCUS T. ROBINSON, FRANCIS C. HEAD, JAS. FREEMAN CLARKE, LUTHER L. WHITE, NATHANIEL P. KEMP, EVERETT C. BANFIELD, DANIEL S. SMALLEY, THEODORE B. MOSES.

BRISTOL COUNTY.

ACUSHNET.

There is another point in which the diminished appropriation has diminished the efficiency of our schools, and will still affect them unfavorably, if this condition of things is continued. Some of the best teachers in

town, owing not only to a reduction of wages incident to a small appropriation of school money, but also to the comparatively short time during which they can have employment in our schools, have left our town for situations offered and secured to them in which they not only receive more compensation, but also have a longer term of service ; while others have given the committee notice of their intention of seeking other employment, or more remunerative positions. Of course, those who have incurred the trouble and expense of qualifying themselves for the business, cannot so well afford to teach the twenty-eight weeks and remain unemployed during the remainder of the year, while in adjoining or neighboring towns they may be in school forty or forty-four weeks with a monthly compensation exceeding that which they receive here. The effect is a very natural one and we do not censure them at all, but we regret to lose their services in our schools. Good teachers from other towns are disinclined to seek situations among us from the same causes.

School Committee.—JABEZ WOOD, WALTER SPOONER.

ATTLEBOROUGH.

Closely allied to the niceties of pronunciation is the matter of good manners in school. Here the teacher's inculcations and example are of pre-eminent importance. There is by nature a spice of rudeness in the temperament of boys, especially when congregated together. This roughness, in fact an outgrowth of juvenile activity, may eventually be caused to result in energy of character and business promptness. In the school-room and play-ground it needs modification and restraint. If not corrected it becomes subversive of order and tends to the contraction of habits prejudicial to future success. Forty years ago a distinguished literary man of Great Britain wrote thus of Americans: "They are a people possessed of very considerable energy, quickened and brought into eager action by an honorable love of their country and pride in their institutions ; but they are rude in their ideas of social intercourse and the arts of good breeding, which consist chiefly in a postponement of one's own petty wishes or comfort to those of others. But this will wear off, and is already wearing away. Men who have got benches will soon fall into the use of cushions. They are advancing in literature and will not long be deficient in the minor morals, especially as they have like ourselves the rage for travelling." Doubtless the lapse of time has remedied much from which this sketch was drawn. But there is still a necessity for cultivating the "minor morals" "which consists chiefly in a postponement of our own petty wishes or comforts to those of others." It is a mistake to believe roughness to indicate force of character, and it is an error sometimes committed, to con-

sider gentleness synonymous with feebleness. Character, in its highest significance, is reserved force, not bluster or noise. The teacher should exemplify this by his daily deportment and bearing. Let his intercourse with his pupils illustrate it and few precepts are necessary. A teacher is expected to possess a moral and educational ascendancy over his pupils. He is presumed to be so much their superior in knowledge that by their highest efforts they are incapable of equalling him, and by virtue of his position his moral power is unquestionable. How great an influence may thus be exercised, the recollection of school-going days will convince almost any one. Consciously or unconsciously the pupil carries with him into adult life the impress of his teacher. The mode of communicating instruction exerts a permanent influence upon the intellect of the recipient. The temperament of the teacher, his cheerful or morose spirits, his power of self-control and his whole bearing, moral and physical, are measurably incorporated into the individuality of the pupil.

It would be a vital neglect to abstain at this time from allusion to the important influence which the teacher may wield, in promoting sentiments of loyalty to country. He should inculcate in connection with reading exercises referring to incidents of national history or in the prosecution of other studies, the importance and the duty of patriotism, the necessity for the love of country and devotion to our native land. The young mind constantly receiving such admonitions, incorporates into its texture a permanent respect and regard for our nationality. If such sentiments had been prominent in the education of boys and girls all over the land for the last fifty years, the nefarious seeds of rebellion would have found no soil in which to germinate. In a country where democratic institutions exist, public intelligence is the only safeguard. All possess the inherent right to take a part in the formation and administration of the laws. If the exercise of this privilege is not based on knowledge, the most disastrous consequences ensue. Diffused information holds in check the pernicious influence of sinister leaders. National virtue is dependent upon national intelligence. In monarchical countries the governing class is carefully trained and educated; from this cultured order the rulers who shape the policy of the nation are drawn. We have no select few set apart to govern the many. Our legislative and executive officers are the people, and if all upon whom these duties may devolve are not qualified by the universal dissemination of knowledge, national deterioration is inevitable.

Secretary.—E. SANFORD.

BERKLEY.

It is neither politic or just to charge the deficiencies of your schools upon the teachers alone. A successful teacher must have a pure atmosphere within the school-room, and a congenial moral atmosphere without. If

parents will not, in the first place, furnish a suitable and agreeable school-house, both for scholars and teachers, will not then employ teachers who can secure order, command respect and imbue the minds of pupils with a love of learning and with a high moral sense;—will, in other words, employ teachers whose chief recommendation is the low wages they are willing to labor for, and if parents do not consider that they are called upon to make sacrifices to establish schools worthy of the name, to employ teachers worthy of their calling, and to inflexibly sustain their influence and them, and to impress upon the minds of their children that the teachers are to be sustained—then are such parents, and they alone, responsible for all the unfortunate results of the miserable failures. Teachers are our agents to accomplish for us in part what it is our most imperative duty, as parents, to accomplish by our own acts and influence, or through those of teachers, our authorized agents or representatives, viz. : the expanding and moulding of the intellect and conscience of children and youth. Shall we aid, sustain and strengthen their efforts and influence as teachers, or shall we neutralize them, and make them of no effect? When parents and teachers are co-workers, if their aims are well directed and their means judicious, then shall we have schools satisfactory, and not until then. See to it then, parents and all who desire the future well-being of the children and youth, that your whole duty in these matters be performed, for nothing less than your whole duty can be effective, and secure the desired results.

School Committee.—WALTER D. NICHOLS, DANIEL C. BURT, DANIEL S. BRIGGS.

DIGHTON.

The committee would further suggest that history—especially the history of our country—should be introduced more extensively into our Common Schools. It might well, and profitably be substituted for grammar, in many cases of young children, at least in our view. Every individual should know in the present time, what our liberties and privileges cost us, how dearly they were purchased, and thus strive to keep and perpetuate them.

School Committee.—C. W. TURNER, ALLEN TALBOT.

FAIRHAVEN.

The committee have not failed to notice with what zeal and fidelity most of the teachers have labored during the past year, and have felt great satisfaction in beholding the results which those labors have produced, and which are shown in the general good conduct and studious habits of most of the pupils. Of course there are exceptions; but the exceptions are fewer, cases of insubordination are rarer, truancy is practised to a less

extent, we think, than it has been in former years. This improved state of affairs is owing to the watchfulness of our teachers, who are willing to exercise an extra care rather than allow the aforesaid evils to have their depressing effect on the schools.

The committee feel more impressed from year to year with the importance of the teacher's profession; a calling that demands all that is highest, noblest, and best within us; a labor which cannot be cancelled by dollars and cents, but which finds its fullest reward in the blessings that ever follow those who labor in earnest and in truth. The true teacher must put "heart" into his work; intellect alone will not answer. A teacher with a fair amount of ability, who labors from a religious sense of duty, cannot fail to win the respect and love of his scholars, and will sooner or later make his influence felt, not only in his school, but in the community where he labors. We congratulate the town that such teachers are with us, and to their labors do we feel largely indebted for the present state of some of our schools.

The committee have recommended that special attention be directed to reading and spelling,—exercises of the utmost importance, when we consider how few good readers we have even among those who are looked upon as our best scholars; and we find also at our annual examination of applicants for admission to the High School that more are deficient in spelling than in any other branch. There is certainly no more desirable accomplishment for a young lady to possess than that of being a good and effective reader, and good spelling is now quite necessary for those who are called upon to occupy most any position in life. We are glad to notice, however, that the teachers are doing good service to remedy these defects. The advantages of improvement now offered by our schools render poor reading and poor spelling inexcusable in any scholar. The course adopted at the High School of defining the word when spelled is an improvement over the old method, and gives an additional interest to the exercise.

Some of our teachers, not wishing to be outdone by those in other towns, have been giving increased attention to the subject of physical education. The adoption of physical exercises in their schools has been attended with good results. We not only believe these exercises to be conducive to health, but they are promotive of good order in school, giving the scholars an opportunity to use up their surplus activity. They also prove a most agreeable recreation and amusement to the pupils, all of whom seem to enter into the exercises with zeal and pleasure; and we have been surprised at times to witness with what uniformity and effect a school of over one hundred scholars would perform them.

School Committee.—CHARLES DREW, JOB C. TRIPP, JONATHAN COWEN.

FALL RIVER.

The subject of educating our factory operatives presents a serious problem. The special schools have been well attended when the factories were not in operation, but when they started up the schools were immediately deserted. There is a very large class who never advance beyond the Primary in our Public Schools. By the time they are eight or nine years of age they go into the mills. The law on the subject is wholly inoperative. Neither the owners nor their agents hire them—they do not know they are at work there; they are taken in by those who work by the piece or job—often it is the parent, or the brother, or the sister, that takes them in as helpers. The owners or agents cannot be reached as the law now is, and the thing can only be corrected by reaching them, if at all.

But can it be corrected in the way proposed? The necessities of these children are great. How are they to live if they do not work? That they are not indifferent to the opportunities of acquiring some amount of education is manifest, from the eagerness with which they rush to the evening school when opened each year. Hundreds come under the age of sixteen, and many not over ten, each to improve the scanty opportunity which that affords. Shall all under sixteen years of age be excluded from the evening schools, with the expectation that they can be induced to attend the day schools, the time required by law? To effect this, some more stringent laws than have yet been enacted, and more efficient machinery than has yet been put into operation, must be brought to bear.

The Evening School.—The evening school the past winter did not commence so early as usual on account of the room in which it was kept being occupied by a section of the High Street Grammar School. It commenced on the 21st of December, 1863, and continued to the 25th of March, 1864. Mr. George W. Locke was the principal, and Misses Phebe S. Gifford, Ann Eliza Borden, and Abiah Hathaway were the assistants. The number in attendance was much larger in the former than in the latter part of the term. The whole number of scholars has not been reported. The average attendance was seventy-nine, about two-thirds of whom are reported to have been males. This school has been productive of great good, and quite a number of scholars whose previous advantages had been poor have made excellent progress.

A measure has been recently adopted from which good results may be reasonably anticipated, in awakening a proper interest in their work, and creating a spirit of emulation. A teacher's association of the city has been formed which holds semi-monthly meetings for the hearing of essays, discussions, &c., on subjects pertaining to teaching, and the cause of education.

If State and county associations are useful, surely such an institution as this ought to be beneficial, both to the teachers themselves and the schools

of which they have charge. The number of teachers employed in this city,—about seventy,—are quite sufficient in point of numbers, to make its meetings interesting and profitable, and if entered into with the proper spirit, will be very agreeable as well as useful. It is to be hoped that a spirit of progress and of emulation may be engendered.

The interest taken in the meetings of the association will in a great degree be a true measure of the interest each feels in his or her calling. It is just as necessary for teachers to read, think, converse and compare experiences, upon the subject of their calling, in order to keep up with the progress of the times, and to attain success, as for the members of any other profession. And who questions the importance,—even the necessity of it in relation to them? This, then, is a step in the right direction, and it is to be hoped that grand results will flow from it.

The committee think the schools may be improved by a more careful, thorough, and systematic supervision. For this purpose they recommend the appointment of a superintendent. A thorough, practical educator, who can visit all the schools, correct their defects, spy out the unworthy and unfaithful teachers, that they may be replaced by those more faithful and more energetic, would be of great service, and might well earn the salary that should be paid him.

School Committee.—FOSTER HOOPER, A. S. TRIPP, C. J. HOLMES, A. D. BULLOCK, CHALES A. SNOW, JEROME D. DWELLY.

FREETOWN.

The subject of ventilation is commended to the attention of the districts. Fresh air is not secured in most of the school-rooms, without unpleasant draughts, which often occasion colds and catarrhs, which in some cases seriously affect the health of children, especially those of a weakly constitution. It is estimated that one hundred children throw off from thirty to fifty pounds of fetid vapor in the breath and by insensible perspiration, during school-hours each day, in addition to some twenty pounds of the deadly poison, carbonic acid gas. Breathing this bad air makes irritable teachers and peevish pupils. They become restless and stupid, and feel as if a tight band were drawn around the forehead. To breathe for weeks in in such air tends to weakness of lungs, and fatal diseases. The amount of air required for each person per minute is estimated by authorities to be from four to ten cubic feet, and this requires proper arrangements for ventilation to secure it. It is to be regretted that in the new school-houses it was overlooked or neglected. A few dollars expended to secure proper ventilation would save many a doctor's bill, and many precious lives.

School Committee.—ABEL G. DUNCAN, SILVESTER BRIGGS, GRANVILLE T. ALLEN.

MANSFIELD.

In order that the character of our schools may be raised in every respect, we recommend to those intrusted with the duty of employing teachers to select those of general and extended cultivation. Persons learned merely in the branches of an education commonly taught in Public Schools are not the best teachers, all other things being equal. They may be skilled in the use of the prescribed text-books of school committees; but they are far from being first-class teachers. The more general knowledge an instructor has, the more light will he throw on the minds of his pupils, and the greater will be their progress in intellectual and moral attainments. He should hold a relation to all his scholars similar to that which the sun holds to all vegetation. His influence in every respect should be salutary to the normal development of the whole human being; otherwise a bad influence might counteract a good one, and thus virtually nullify the proper connection between the two parties. The teacher should be, as far as possible, a model of enlightened civilization and Christian culture. An educated clown or an intellectual caitiff would exert a disastrous influence on the pupils of a school. We therefore hope to have our schools under the charge of teachers of enlarged culture, generous emotions, refined manners, and good taste in general.

School Committee.—DANIEL W. STEVENS, JAMES W. WHITE, WILLIAM ROBINSON.

NEW BEDFORD.

Primary Schools.—My visits to these have been frequent, and my conviction of their great importance in our system of Common Schools, and of the necessity of securing for them teachers of enlarged experience and peculiar qualifications, is even stronger than ever. There is no part of our educational system that presents such an opportunity for improvement, for adapting means to ends, and for applying generally acknowledged principles, as in these schools, and the teacher who can do this most successfully possesses a rare and highly desirable talent. In the words of the lamented Hoyt: "The teacher of the Primary School sweetens or embitters the waters at the fountain. An infusion which would poison the heart and the life of the child, might be poured into the man without especial harm. The dead horse that would pollute the stream might not seriously affect the flowing river. There is no grace, however winning, no virtue, however ennobling, no knowledge, however profound, no wisdom, however exalted, which may not find full scope for its highest exercise even in an infant school."

Grammar Schools.—The average time spent in completing the course of study in the Grammar Schools is a little more than three years, a very

considerable portion of which is spent in memorizing the endless details of geography, whose prominent facts are all that have any real value; the unimportant events of history, including the time when this and that insignificant person was born and died, the time when a multitude of battles was fought, with the number of killed and wounded, and much other equally frivolous matter, and the intricacies of grammatical analysis,—all which, learned with so much difficulty, and of really no value when learned, very soon passes from their memory after entering upon active life. Are we realizing the best and most desirable results of true education when we send forth from our schools so large a proportion of those so educated in them,—if such a term can be allowed—that they can solve simple arithmetical problems so as to reach the result indicated in the printed answer of their book, but imperfectly, if at all, comprehending the principles which underlie the solution and without which the process is simply mechanical,—capable of repeating in most ungrammatical sentences such principles of grammar as their memories can retain,—often with a chirography such as the great Roman historian said “should be reckoned among the unpardonable sins,” and with such habits of reading, so devoid of correct emphasis and appropriate expression, as to make the inquiry of old a very pertinent one, “Understandest thou what thou readeſt?” Might not a portion of the valuable time now almost wasted in ways indicated above, be far more profitably employed if devoted to some subjects of really practical value? Is not a knowledge of book-keeping, in its simplest forms, sufficient however to enable these future mechanics and operatives, it may be, to keep their own accounts and make out bills for services rendered without feeling ashamed of them, or depending upon others for this,—of more importance to them than at least one-half of what is so painfully committed to memory in some bulky geography or history? Is not the ability to express one’s thoughts correctly in good plain English, either in epistolary correspondence or in any form of writing, which might be acquired by devoting a portion of the time to compositions or letter-writing, of more value than much of the unintelligible jargon of analysis so glibly repeatedly after months of wearisome study? Does not many a young man wish that he had the confidence to stand up before his fellow-men in public assemblies when occasions demand it, and which he might have acquired in his school days, if the practice of declamation had been allowed to occupy a small portion of the time which the occasional omission of some less important exercises would have secured?

Evening Schools.—It is now sixteen years since these schools were originally established in our city, and the beneficial influences resulting from them each year have been so marked that no part of the money appropriated for the maintenance of our schools seems to me more usefully expended than for the education of those for whom they are designed. They were

opened this year in Sears's Hall, October 12th, the sexes meeting on alternate evenings, and are still continued. In the male department all under fifteen years of age were rejected, which will account, in part, for the smaller number of males in attendance than of females, many of whom were under that age. The following are statistics of attendance, &c., for the first twelve weeks in that department.

Largest number present at any session,	60
Smallest number present at any session.	17
Largest weekly average,	55
Smallest weekly average,	24
General average,	36

Twenty were 30 years old and upwards.

Average age, 20 years.

Twenty of those belonging to the school were colored, several of whom were contrabands, who were very constant in their attendance, and made gratifying proficiency in learning to read and spell. Owing to the exclusion of those under fifteen years of age, who have heretofore frequently given much trouble, the discipline of the school was not attended with any difficulty. Those in attendance were unusually earnest in application. Almost all studied arithmetic, most of them written arithmetic. Some advanced as far as cube root. There was a class of four in book-keeping. All attended to writing.

Equally satisfactory results were exhibited in the female department, though there were none so far advanced as were some of those spoken of above. Several made great proficiency in writing, and the writing-books generally were very creditable. One or two of the larger colored girls at one time gave considerable trouble, but being promptly dealt with there was no further difficulty in regard to the discipline of the school. It is very questionable whether the admission of any under fifteen years of age should be allowed. At one time there were forty who were under fifteen years. The youngest was but ten years of age, the oldest sixty-six years.

Examination and Qualifications of Teachers.—I have in previous reports recommended that those intending to devote themselves to teaching, should avail themselves of the advantages of special training for their work which the wisdom and liberality of our State have provided for such in institutions established for this very purpose. My relation to, and intimate knowledge of these schools, and the great benefits to be derived from pursuing the full course of instruction in them with reference to a thorough preparation for a teacher's vocation, lead me again earnestly to commend the subject to those who desire to attain the highest success in the profession, the duties of which they wish to assume. Some of our best teachers are graduates of these schools, and there are at present six young ladies from our city members of the Normal School at Bridgewater, who I doubt not will prove

themselves worthy of filling such vacancies as may occur in the corps of our teachers.

I cannot better close what I wish to say on this subject, than by quoting the following sentiments adopted by the school board of 1856, and embodied in their report for that year :

“ The committee would take occasion to recommend to those females who may design to engage in the service of the city in the capacity of teachers, the propriety and advantage of attending, if possible, some one of our State Normal Schools before entering upon the occupation. The idea is far too prevalent in our community, that any young lady of fair intellectual capacity, graduating at the High School at the age, perhaps, of sixteen or seventeen years, is competent, at once, for the discharge of the duties of an instructor of youth. But, with few exceptions, this is very far from being the case. The wide range of study there pursued, necessarily precludes that thorough and systematic drilling upon particular branches, which experience has shown to be eminently serviceable in the preparation of teachers ; neither is it to be expected that the pupils of the High School should be carefully instructed in the best means of imparting knowledge to others, or in those rules and regulations by which obedience to authority can best be enforced. The High School was not designed particularly for the preparation of teachers or for any other speciality, but to qualify, to some extent, those who might attend it, for the discharge of the various practical duties of life. But if the knowledge here to be acquired, be followed up by the course of training and instruction which it is the peculiar province of the Normal School to afford, no lady, possessing a fair natural adaptation to the profession, could, under ordinary circumstances, fail to command success as a teacher, from the beginning. It is perhaps neither practicable, nor desirable, to fill all the situations in our own Public Schools with teachers graduating from the schools in question. But if it were generally understood that the committee would appoint no teacher to a situation of any considerable importance, whose attainments were not very nearly equal to those possessed by the graduates referred to, it is believed that a more general use of these institutions would be made on the part of applicants, especially from our own community, as a means of elevating themselves to the standard required ; and this not only with advantage to themselves, but to the great benefit of the educational interests of the city.”

Quarterly Meetings of Superintendent and Teachers.—It is made one of the duties of the superintendent “ to hold quarterly meetings of the teachers for an interchange of views upon methods of instruction and of discipline.” These have been held for the last three years in accordance with the requirement, and have been occasions of much interest and of practical benefit. They have not interfered with the regular school sessions, but

have been held on Saturday, continuing usually about three hours, and have been attended not only by all the teachers but also frequently by members of the school board, and by others interested in educational matters. It is my practice to call the roll of the teachers, and in case of absence a satisfactory excuse has usually been rendered. Subjects of practical interest are presented at these meetings, either by written lectures or less formal remarks, which have frequently been followed by interesting and spirited discussions, in which members of the board and other visitors have participated. I have in several instances, to give variety and increased interest to the exercises, invited gentlemen from abroad to meet with us on these occasions, and in this way we have had valuable lectures from Rev. Lyman Whiting of Providence, on "The Comforts and Pleasures of Keeping School," from Mr. Northrop, Agent of the Board of Education, on "Object-Teaching," and from Messrs. Boyden and Schneider, of the State Normal School at Bridgewater, on some of the studies pursued in our schools. These meetings answer as a substitute for a county teachers' association, which does not exist in Bristol County, and if the board should feel authorized to make a small appropriation, sufficient to pay the actual travelling expenses of prominent educational gentlemen who might occasionally be invited from neighboring cities and towns to meet with us at these gatherings of the teachers, it would, I doubt not, add greatly to the interest and advantage to be derived from them. In a social aspect, as well as intellectual, these meetings are very desirable. Many of the teachers are located in widely remote parts of the city, and can have but a very slight acquaintance with each other, often knowing each other by name only. For this reason every opportunity that is presented for bringing them together, to look into each others' faces, and exchange kind words of greeting, should be improved by them, and even without an implied requirement of the school regulation there should be, and I am confident there is, sufficient regard for the primary as well as for the incidental benefits of these meetings, as well as sufficient *esprit de corps* among the teachers, to secure in the future, as in the past, a full attendance on these occasions. In the identity of their interests, in the unity of their objects, in the common grounds of their sympathy, there is much to prompt them to mutual co-operation, to free and familiar expression of their views on matters connected with their professional labors and duties, and I doubt not that these meetings, in accordance with the very proper requirement of the school board, and even more numerous similar gatherings, if they are attended with right motives, and in no captious spirit, will conduce to the best interests of the schools, and at the same time afford a pleasant relief to the monotony of the daily routine of school duties.

Moral Instruction.—The conviction is painfully forced upon me that the cause of good morals in the youth of our city is not keeping pace with the

efforts to promote their intellectual progress. The primary and chief object of education—to train up a child in the way he should go, and to fit him to be an intelligent, honorable, high-minded, and worthy citizen,—is too much subordinated to the wish to make him a proficient in knowledge. It is greatly to be desired that all in any way connected with our schools could be more deeply imbued with the spirit of the requirement of our good old Puritan Commonwealth as expressed in the Revised Statutes, and reiterated and indorsed in our school regulations, making it an imperative duty of the teachers on all suitable occasions to inculcate “the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above named virtues, to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.” I fear that the thousands of children to be found in our Public Schools are not receiving such impressions, and developing such characters, as justify us in believing that the great object of this requirement of the statute with regard to their moral training will be fully realized in their case. The frequency with which the most flagrant disregard of truthfulness,—not to speak of any other violation of the moral code,—is brought to my notice in cases of discipline frequently referred to me, and in various ways, leads me to express the hope that while these children may still be very thoroughly drilled in the usual routine of daily studies, there may be an increased attention given by all the teachers to that moral instruction which the regulation so wisely and imperatively requires of them.

Superintendent of Public Schools.—ABNER J. PHIPPS.

RAYNHAM.

One reason we think of the quietness and success of the schools has arisen in part from the employment of the same teachers who had taught for some time in the town before. All of them were experienced in their profession, and those who had taught the same schools previously had the advantage of their former reputation and acquaintance in the place. Mutual confidence being well established, surmise, suspicion and bickering could not arise.

What we wish is, that when a teacher has done well in the estimation of competent judges, and has the confidence of the school and parents, she may be retained in the school for years. This has become the policy of

the guardians of schools in many places. In employing a new teacher, however well she may come recommended, we incur more risk than in continuing the one who has been successful. A good teacher may be successful in one school, and not in another. Unforeseen difficulties may arise which a stranger could not so easily overcome as one who had conquered them before. It is acknowledged that a physician who has had long acquaintance with the habits and temperament of his patient, can more certainly adapt his medicines for him than one who has not known him. What if our civil officers were dropped every three months and fresh ones substituted in their places; would not our public affairs be in a worse state? We do not find that agents in factories, clerks in mercantile houses, or managers of furnaces or railroads, are exchanged every quarter, or every year, especially when they have given satisfaction to their employers. If they have not succeeded well at first, but have made improvement, even this insures their continuance, and a teacher who has failed in some things and made amends before his term closes, gives promise of doing exploits in future. It is said the best pilot for bringing a ship through a dangerous channel is one who has at one time or another, struck upon all the rocks that are there.

A teacher entering a new school will require eight or ten days to learn the names of her fifty pupils, and then she has but a slight knowledge of their peculiar temperaments, tastes and inclinations. For some time she does not know what capacities they have, how far they have advanced in any particular study, or how long a lesson she ought to set them. Till she knows these things, she cannot adapt to them her instructions. The inquiry of a class at the commencement of a term is, where they shall commence in arithmetic or geography. Can one unacquainted with their progress or ability tell them? Here then much time must necessarily be lost by a new teacher.

Will not also our children who have become acquainted with a teacher's manner of presenting subjects, and whose mind has led their minds through many difficult processes, acquire knowledge with more facility from her than from a stranger? Every teacher has something peculiar to herself, in her manner of communicating her thoughts. How much more readily she is understood after sufficient acquaintance. Besides, what affection do scholars acquire for an able and kind teacher. Having had trial of her fidelity and kindness, and strict discipline, too, they will the more readily comply with her requirements and make greater proficiency in their studies. These are only some advantages of continuing the same successful teacher in the same school. We have seen in several of the schools of late many an eye moistened when it was suggested that such a teacher was about to take her leave of them.

One efficient way to teach patriotism in the schools is to teach the history of the United States. It is taught, but not to that extent, nor in that impressive manner that it should be. How many of our young men can describe the principal events and battle-scenes of the Revolution; the character of Washington, the sacrifices of life and property by which our independence was gained? Let the child be taught to trace the conflicts and perils, the perseverance and sacrifices which the founders of our government submitted to, and his love of country and freedom will be kindled.

Let the teacher often refer to some incidents in our country's history, not by giving formal lessons, but incidentally as occasion offers, remembering, as Milton says, that "they only have a complete and generous education who are stirred up with high resolves to be brave and worthy patriots dear to God, and famous to all ages."

School Committee.—E. SANFORD, JOHN HASKELL, E. B. TOWNE.

PLYMOUTH COUNTY.

ABINGTON.

Something must be done. You may think it is a little matter that children are so left to themselves. But these children are soon to be men and women; they are not always to be children. A young tiger is as harmless and playful as a kitten; will he always be? It may now cost trouble and money to educate and restrain these children. It will by-and-by cost more of both to protect society and punish crime if they grow up uneducated and unrestrained. Action must be taken that shall bring deserved penalties upon parents or employers who rob children of the privileges our schools afford, and truant officers appointed who will by appropriate means end the truancy that is starting so many children on the highway to ruin. The State has provided by law for all this, and we call particular attention to the article in the town warrant respecting this matter. Let it be understood that the town has purposed to take the action that will protect its future. Do not the petty larcenies, the vexatious robberies and wanton mischief, becoming so frequent in our town, sound an alarm which all good citizens should heed? If this spirit increases we must soon stand guard all the while over every species of property. Let the police force be made thoroughly efficient and the prosecutor of evil-doers be honored as

a public benefactor. Let there be standing rewards for the conviction of criminals. But with all this, remember that "an ounce of prevention is worth a pound of cure." A feeble ichneumon attacking the eggs will destroy more crocodiles than could an army waiting until they have grown up.

One thing more. Having sent your children early and constantly, go yourselves as often as possible to see how they are succeeding. You visit your pastures occasionally to notice how it is with the feed. You are raising no stock it will so well pay to look after as your children. When the word of old, spoken to Saul, is true of all the youth, "Thy father hath left the care of the asses and careth for thee," there will dawn upon our schools a brighter day.

And if you visit the schools, you will see that we must have money to sustain them.

The town of Newton has about the same number of children in which we rejoice. For the schools there, just about three times the amount is expended that is at our disposal. But we are expected to have teachers and scholars fully equal to theirs. It is a very shrewd trader who, year after year, can buy a shilling's worth with sixpence. We have tried to do so—and we humbly hope we have in some good measure succeeded. But we should like to go into the market on a little more even terms. And if any think that possibly, somewhere on the globe, there may be some teachers superior to some of ours, we respectfully remind such of the remark of Dr. Samuel Johnson to the good lady in London who was complaining of her servants: "Madam, Madam, you should not expect all the virtues under heaven for seven shillings per week."

Our trouble the past year has been, that we have not exactly felt honest—we got more than we paid for. We wish to feel clear on that point another year.

School Committee.—HORACE D. WALKER, SAMUEL DYER, LEWIS E. NOYES.

BRIDGEWATER.

Teachers' Wages.—We cannot forbear to touch this subject in our report, although we are in danger of disturbing the quiet of certain minds. We know these are war times, and taxes are high. We cannot tell yet where we shall come out, or how we shall manage to throw off the heavy national debt that is rapidly accumulating upon our shoulders. But we know too that the cost of living is amazingly enhanced. What would have been fair wages a few years ago, would be utterly inadequate to give one a proper support now. But for the past two years the wages of teachers have been actually reduced below the former rate of compensation, in many of our schools. This could not have been, at the time the reduction was effected,

a matter of just complaint, as a general thing ; for there was a fearful stagnation in business, and the cost of living was for awhile remarkably low. But all this is true no longer. At the same time the price of labor has been almost universally enhanced. Mechanics, farmers, and nearly every class of those engaged in industrial pursuits, find an abundance of work at remunerative prices. Why, then, should not our teachers receive a corresponding increase of wages? Do any work harder than they? or do any earn their reward better?

Some of our most successful and popular teachers have already left the business for lack of adequate compensation. Are we prepared to see the work of instruction fall into the hands of less competent persons? Are we willing to let the self-denying labors of faithful teachers find a less liberal reward than we bestow upon almost every other department of useful industry? Are we sure that we shall still be able to procure such teachers as we need, unless we increase their salary? Some of our best female teachers have come from the mills of Lowell and Lawrence, and if need require, they are not ashamed or afraid to go back again where they can command wages nearly or quite double those which they now receive for teaching. But we cannot afford to have those whom our best educational institutions send forth, thoroughly endowed for the great work of instruction, as many of them undoubtedly are—we cannot afford to have them turn away from our schools with sad hearts, because we offer them no suitable compensation for their valuable labors.

The inadequacy of teachers' wages is capable of ample illustration. Take *e. g.* the case of the teacher of one of our best and most prosperous schools ; her wages have averaged only \$5.20 for the thirty weeks that the school has been in session. If from this we deduct \$2.70 per week for board, there is left \$2.50, which, in thirty weeks, amounts to seventy-five dollars. Here then we have a person of thorough education and of superior qualifications, who after a laborious and very successful career as a teacher, finds herself the happy possessor of \$75, with which to board herself during the remaining twenty-two weeks of the year ; to pay travelling expenses, to buy clothing and books, and to supply the numberless wants which no degree of economy can enable her to escape. If at the same time we consider the fearfully enhanced price of almost every article of necessity, we can readily see the inadequacy of the pay received. We need not add that this is not an unfair example of teachers' salaries in town ; for probably a majority of our female teachers receive less than this. It remains for the people of Bridgewater to say whether they are willing to use the unrequited toil of those who faithfully serve them, in this ministry of love. Will you not rather voluntarily increase the wages of your teachers to a sum corresponding with the high prices of this time?

EAST BRIDGEWATER.

Physical Training.—While earnestly engaged in efforts for the advancement of our children in intellectual attainments, their physical education must by no means be overlooked. Health, it should be remembered, is essential to vigorous progress in knowledge, to efficient usefulness, or even the enjoyment of any of the blessings of life; and the possession of it depends on knowing and observing its laws. To disregard these, in our zealous endeavors to educate the mind, is a most destructive policy, as the annals of youthful suffering and mortality sadly testify. Let us remember that the object of our educational system is to produce, so far as human agency can do it, sound minds in healthful bodies.

Teachers should exercise a vigilant care for the preservation of the health of their pupils—by maintaining the proper cleanliness of the school-room; by the regulation of its temperature, to avoid the extremes of heat and cold; by its suitable ventilation, so that the pupils shall not inhale a noxious atmosphere; and by training them to habits of erect position in their seats, and proper attitudes in all their movements in the school-room and elsewhere.

Moreover, gymnastic or calisthenic exercises may be introduced to great advantage. Those who were present at the examinations of the High School, could not have failed to be highly gratified in witnessing the physical exercises in which the pupils had been trained. The time devoted to them, each term, was not taken from hours allotted to study, nor attended with much expense.

But the system of free gymnastics, requiring neither implements nor cost, and more susceptible of general application, we consider more highly useful, especially in Primary Schools, in relieving the tediousness and monotony of the ordinary routine, and promoting health and bodily vigor. And it is an auspicious fact, that this method of physical training occupies so large a share of the public attention, and is being made in Normal and other seminaries, an important part of the education of those who are to become instructors in our Common Schools.

Moral Culture.—The fact should not be lost sight of, that our system of public education contemplates the cultivation of refined manners and virtuous character, not less than the mental and physical improvement of our youth. And to the achievement of such culture, the laws of the State require that “all instructors of the young shall exert their best endeavors.” Denominational peculiarities are not to be introduced in the school-room; but “the principles of virtue and piety,” as taught in the Divine Oracles, are to be there inculcated. Otherwise, our Common School system—exert ourselves as we may for intellectual progress—will come far short of its object. On the training of the young to habits of moral virtue, the safety and welfare of society, as well as their individual happiness, depend.

Let teachers then fully and practically recognize the duties imposed upon them by the laws of the Commonwealth. Let them habitually teach their pupils the radical distinction between the right and the wrong in human feeling and conduct; seek to enlighten and educate the conscience; to guard them by example and precept, against all that is vulgar and discourteous in manners, petulant or harsh in temper, profane or untruthful in speech, base or wicked in action; and to stimulate their aspirations and efforts to the practice of all those qualities that elevate and ennoble man.

Let parents and committees insist on the selection of such teachers as combine moral with literary qualifications, and then give them their confidence. In every appropriate way make them feel that they have your sympathy, support and co-operation. This will add greatly to their encouragement, power, and success.

School Committee.—BAALIS SANFORD, EDWARD O. GROVER.

HALIFAX.

Is it not of vital importance to our national well-being that a love of country should be instilled into the minds of the young? Can this be done in any other way so effectually as by making the young familiar with the distinguished personages and great events in our history? God appointed it as a law to his ancient people, that they should make known to their children, through coming generations, his mighty works in behalf of the Jewish nation; and the eighty-eighth Psalm is a grand poem celebrating an important period of their history. History will teach our children the lessons that the Governor of the nations has not dealt so with any other people as he has with us; that he was our fathers' God; that he has given us a goodly heritage; and that if a blighting curse has fallen upon it, the blame rests on us and not on Him.

In our land there are no orders of wealthy and learned men, who are born to rule; but all the people bear rule. Ignorance of God's character and his truth is not the mother of true devotion. Nor will ignorance of our own civil and political history prove the mother of a pure and noble patriotism. Yet unless this spirit pervade the masses of the people in every portion of our country, there is danger that section will hereafter be arrayed against section in bloody war. The strong arms of power are not the bands that can permanently and peacefully bind together a free people having such diversified interests as our country embraces. Nor will our iron highways, nor our mighty rivers, nor our common language and religion do this for us.

What influence can our free schools exert to promote and cherish the true love of country on such multitudes of young minds as they are destined to reach and mould? Let all the children be taught at what cost and sacrifices the foundations of this nation were laid; and what our fathers did and

suffered to deliver us from the yoke of a foreign despot, and to establish this great Republic. Let them be taught what expenditures of treasure, what sacrifices of life, the men of the East and of the West, and of all the loyal states have made to save this great republic from destruction. But this is history.

Superintending School Committee.—T. G. BRAINERD, A. PACKARD, S. CHURCHILL.

HANOVER.

Another preliminary remark must respect a prominent feature of this report, in which it differs widely from former reports, in this, viz., the absence of criticism upon individual schools and teachers.

The attention of the committee has been especially called to this matter by a very thorough and exhaustive discussion of it in the January number of the "Massachusetts Teacher." Of individual reports this article speaks as tending to establish a low standard for the teacher, viz., that of pleasing his committee in all respects: it affirms that such reports often greatly discourage the teacher, destroy his influence over his school, weaken his hold upon the community in which he labors, and in many cases subject teachers, as a class, to a kind of criticism to which no other class of public servants is subjected. While such reports may do some good, they often do more harm, and, on the whole, had better be dispensed with. The people in the several districts are or may be easily apprized of the character of their schools and teachers without the aid of a printed report. They can see, if they will, the merits and demerits both of the schools and teachers.

The character of our schools is determined more by teachers than by anything else. A good teacher, with rare exceptions, will insure a good school, and that, even if the materials on which he has to work are only indifferent. He will daguerreotype himself upon his pupils. As he is vivacious and energetic, so will they be; as he is enthusiastic in teaching, so will they be in learning. His accurate scholarship, and whatever else goes to constitute the sum of his excellence as a teacher, will be measurably repeated in his scholars. On the other hand, a poor teacher will speedily precipitate the same school down to his own level. It cannot be too deeply impressed on the minds of those whose duty it is to engage teachers, that they proceed discriminately.

A school of eight weeks, well kept, is better than a poor one of twelve. The inquiry should be, not,—who will teach for the lowest wages, but who is best qualified for the position—who is the most competent instructor? The aim should be by all means to obtain good teachers. This, we know, is not easy of accomplishment. Really good teachers are rare. It is not every good scholar that will prove a good teacher. We find too many who are confined to text-books, seldom asking any questions beside those prepared

and printed, making no remark to illustrate what else the pupils will fail to understand. Teachers of this description lack genius; they mistake their calling. They can, indeed, go through with the regular routine of exercises in the school-room, and, to a superficial observer, seem to be doing well; but they awaken no enthusiasm in the minds of their pupils. They fail essentially to promote their scholars in their studies.

School Committee.—SAMUEL G. STONE, J. H. STUDLEY, JAMES AIKEN.

KINGSTON.

Among the children of a district you may select two of equal capacity. One of them shall, year after year, owing to judicious arrangements at home, be always found regularly in his seat in the school-room. The other shall by his irregularity lose here and there a lesson. His teacher shall to-day be laboring hard to explain to his class some fundamental principle in arithmetic, without an accurate knowledge of which much in the succeeding pages of the book must, of necessity, be misunderstood or dimly comprehended; but the boy is not in his place to receive the benefit of the thorough instruction. The consequence will most surely be, that the first shall, at the age of 16 or 18, leave school with good solid attainments as an invaluable capital with which to commence life; and the last will have skimmed over every branch of study he has pursued, without reaching even respectable scholarship in anything, and the sad influence of such irregular superficial training will be painfully visible throughout all his after life.

The question, therefore, that every parent who desires to be faithful to his child should ask himself, and answer to the satisfaction of his own conscience, is—Cannot I so arrange all domestic matters that my child may by regular attendance receive the full advantage his school offers him?

School Committee.—JOSEPH PECKHAM, WALTER H. FAUNCE, W. R. ELLIS.

LAKEVILLE.

We would particularly call the attention of the parents of our town to the irregular attendance in our schools. Although during the past year there have been several terms of school kept in different districts in which the attendance was very good, yet as a whole great improvement might be made in this respect.

We contend that if it is desirable to raise money for the employment of teachers and the erection and repair of school-houses, it certainly is for our interest when the schools are in session to see that our children are promptly and regularly in attendance, and that no trivial excuse should be allowed

to prevent a scholar from being there every day and half day during the term. It may be considered a trifling thing for a child to be absent from school for a day or half day each week, but when we sum up these days and half days the amount of lost time may not appear to be so trifling a matter.

By examination of the school registers for the past year, it appears that the whole number of days of absence in all the schools is four thousand five hundred and seventy-nine; dividing this into school weeks of five days each and we have nine hundred and fifteen weeks, and again dividing this into school years of forty-four weeks, and we have an aggregate of nearly twenty-one years of lost school, and this does not include the loss by scholars who have joined the schools after their commencement or left before the close of the term, or of some others who should have been scholars but who have not attended school at all. Let us all note these facts and profit by them.

School Committee.—MYRICK HASKINS, W. H. SOUTHWORTH, HENRY WILLIAMS.

MARION.

The change from the old district system to the present imperfectly graded schools, was attended with some effort and a little strife; but the result, so far, is marked, definite, and encouraging. With a little further change we may now have, for the trifling sum of nine hundred and fifty dollars, continuous schools, with only the necessary vacations. We have had good teachers. If we had thought otherwise, we doubt the propriety of publishing their faults to the world. We have found none, not easily remedied; if we had, we should have dismissed the teacher promptly. Instead, however, we have found them always ready to correct whatever we considered errors, and to adopt any improvement which was suggested by us; and no doubt they have been all the while correcting faults of their own, of which we had little or no knowledge.

Our best recommendation for them, is to say that our schools have improved under their charge, in order, discipline, and knowledge, beyond any preceding year, within our recollection.

There are also other causes operating to produce this marked improvement in our schools. The controversy which grew out of the change of system, and which had an injurious tendency, has ceased; and most, if not all parents, are now satisfied of the benefit of the change. And we trust there is also a growing feeling in the community, of the necessity of a stricter family discipline, without which our efforts would be in vain.

School Committee.—SILAS B. ALLEN, NATHAN BRIGGS, JAMES A. YOUNG.

MARSHFIELD.

Perhaps no branch is more neglected among us than grammar. A few of our older girls, and a very few of our boys, attain a good degree of proficiency in analysis and parsing. But some of our girls proceed but a little ways in this study, while quite a number, perhaps the majority of our boys, leave school with very little, or absolutely no knowledge of grammar. When we consider the power wielded by the pen, even in these days of the sword, and in the better days coming, in which the sword triumphant over lawlessness and wrong, will be returned to its sheath, we regard it a lamentable fact in the education of our rising generation, that so few, especially of our boys, understand "the art of speaking, reading, and writing the English language correctly."

School Committee.—EBENEZER ALDEN, JR., ANDREW T. MAGOUN, JOHN H. BOURNE.

NORTH BRIDGEWATER.

Nearly all our school-houses are greatly deficient in means of thorough ventilation. A change of air can be effected only by opening windows and doors, exposing those near them to discomfort and danger. A large number of pupils are kept out of school from ill health, a great portion of which, undoubtedly arises from the unwholesome atmosphere of the school-room and the difficulty of regulating its temperature. They are obliged to spend hours every day in an atmosphere loaded with impurity, or be exposed to very sudden transitions from heat to cold. In a community where consumption does its fatal work as it does in ours, this matter of proper ventilation in school-houses is worthy of more consideration than it is accustomed to receive.

School Committee.—E. G. AMES, C. W. WOOD, G. E. PRATT.

ROCHESTER.

The first and most important item which occurs to our mind is a good and faithful agent; one whose soul is thoroughly permeated by a conviction that the education of the young is of importance to the public as well as private welfare; one who loves children; one who is spurred up to do the very best he can; one upon whom the teacher can fall back with confidence, and consult with freedom, especially as to the introduction of whatever may (like large maps, e. g.,) aid the pupils in their studies, or whatever may serve to illustrate the first principles of science. He should also be one who should watch the teacher, and point out whatever he may see incongruous in his character, or wanting in zeal in his calling. By a little timely advice, kindly given, he will render a mutual service to the teacher

and the school. Too often the selection of an agent is treated as a matter of little or no consequence; whereas it should be a matter of careful deliberation, and the candidate should be selected, not as a partisan, but for his adaptedness to the office, and in view of his qualifications for selecting and aiding a good teacher. Hence a school meeting for the choice of an agent should be attended by all who can be present; for surely it ill becomes delinquents in this regard to complain of the agent's selections, provided they should fail to give satisfaction. If a district happen to have a preference for a particular teacher, it would be well for them to instruct their agent as to such preference.

School Committee.—JAMES R. CUSHING, ALEX. RANKIN.

SOUTH SCITUATE.

Reading.—More than usual attention has been given to the important branch of reading; yet some of our schools, and possibly some of our teachers, are still very deficient in this high attainment, especially so in the matter of a nice articulation. Servant will be pronounced servunt; serpent, serpunt; neighbor, neighber; scholar, scholur; difference, differunce; minds, mines; wisdom and honor, wisdom an' honer, and so on, *ad infinitum*. And yet, if the scholars only pronounce most of their words with proper accentuation, and let their voice fall at the periods—this is good reading! And thus the classes will read page after page and chapter after chapter, till they have read their books through and through, and got them all by heart, and so they want a new set of readers, and, possibly, will want even a daily or semi-daily newspaper, that thus their reading matter may be entirely fresh and new. Now, if instead of this, the teacher will drill his classes a week, if need be, on a single paragraph until they can read it with proper articulation, tone, inflection, &c., this would be something like a correct teaching of reading, and we should hear fewer complaints of the scholars becoming wearied of their readers.

School Committee.—DAVID B. FORD, JAMES SOUTHWORTH, ELISHA JACOBS.

WAREHAM.

You owe it to your children, if you send them to school at all, to have them promptly and constantly there. By allowing their tardiness and absence you not only injure them, but you trespass on the rights of others. You abuse a great privilege furnished you at the public expense, to the injury of the whole school. Stop, then, those pestiferous little notes, which so often cover the teacher's desk, asking that your child be excused for tardiness, or dismissed at recess. They bear contagion in them. The teacher dreads them as he would smallpox. The infection spreads through

the whole school. They make every child restless, and set all to teasing their tender mothers for permission to come home at recess. You might as well let loose a swarm of bees in the school-room and demand that the teacher confine the attention of the scholars closely and patiently to their studies, as to send in these notes. Each one of them has as many stings in it as there are scholars. If you send your children to school for your own convenience, to have them out of the way and taken care of, be thoughtful enough of the convenience of the school to keep them there till it is dismissed. Besides, these notes are easily counterfeited, and encourage all manner of deception, lying and forgery.

School Committee.—T. F. CLARY, GALEN HUMPHREY, CHAS. HARRIS.

WEST BRIDGEWATER.

It will be seen by the foregoing pages, that by far the most successful school is the only one that has been under the care of the same teacher throughout the year, and that one a graduate of the Normal School, both of which facts are worthy of consideration by those whose duty it is to employ our teachers. Not that I would recommend the keeping of a poor teacher more than one term, and even a good teacher may stay in a school too long; but, as a general rule, a teacher who is acquainted with the attainments and requirements of each scholar, is better fitted to teach them than one who is comparatively a stranger. Neither would I be understood that there are no good teachers except those who have attended the Normal School, or that because one has it necessarily follows that he is good, for there are some individuals so well qualified by nature for the calling, as to succeed in spite of any ordinary obstacles, and there are others who can never succeed with any amount of preparation; but it is safe to say that, other things being equal, he will succeed the best who has best educated his mind for his calling.

Superintendent.—FRED. COPELAND.

BARNSTABLE COUNTY.

BARNSTABLE.

Teachers.—We need more hard-working, earnest, enthusiastic teachers, and such teachers need better pay. Any sea-captain in town not receiving more ample remuneration than the best paid teacher in town would deem himself and family candidates for the almshouse. All are ready to do

anything in reason for the material welfare of their children ; why less for the mental? These are times of increased cost of living, and if you desire to permanently secure the best talent for your children's benefit, be as ready to pay for it at least as for any material benefit. The less should certainly yield to the greater. In the language of Channing, "Here they should be lavish, whilst they straiten themselves in everything else. No tongue can express the cruelty or folly of that economy which, to leave a fortune to a child, starves his intellect, impoverishes his heart."

School Committee.—ASA E. LOVELL, THEODORE F. BASSETT, GEO A. KING.

CHATHAM.

From words that often reach our ears we judge that the opinion prevails that the one paramount thing respecting our schools is, that the scholars shall like the teacher. It is very desirable for scholars to like their teacher. We should endeavor to produce that pleasant relation between pupil and teacher. But if the teacher is to stand or fall solely by the like or dislike of him by his scholars, we should inquire into their ability to like a good and thorough teacher. It is often a good, the very best sign, when certain scholars dislike the teacher. It is far more needful for a scholar to be well educated, than to be simply pleased. The great question respecting a teacher should be, Is he profitable to the scholars? All other questions sink into insignificance when compared to this. If we were compelled to the choice, it would be far better for our children to dislike a teacher and grow up well educated, than to like him and grow up in ignorance and bad habits. But we are not forced to make that choice. Right-minded and right-hearted scholars will like a wise and faithful teacher.

Going to school, no matter for how many years, will not insure an education. There must be a competent and faithful teacher at the school to insure it; a teacher who will teach the scholars well in all the branches of an English education, and to be lovers of knowledge, and orderly, industrious, respectful, and gentlemanly and lady-like in manners. There is one subject of instruction and study required by law that has been neglected. The statute requires every town to maintain schools to be kept by teachers competent to instruct "in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior." Good behavior is required to be taught by law,—it is a branch of study required of pupils who attend school.

There is no part of Massachusetts in which an education will pay better than on Cape Cod. All the people should realize this. By an education we do not mean the merest knowledge of ciphering, and a worse than indifferent ability to read. We mean a mastery of all those branches required to be taught in High Schools, and that refinement of our boys

and girls which will make them gentlemen and ladies, in the true sense of those words. Knowledge on the quarter-deck and among merchants, is wealth—the quick, and sure, and pleasant way to wealth. Knowledge by the seaman's-fireside, brings blessings as it brings them nowhere else. And a wise policy for parents, a policy by which alone they can be true to their children, is to keep boys and girls at school, until they have secured a full High School education and training.

School Committee.—E. W. CARPENTER, LEVI ATWOOD, BENTON SMITH.

DENNIS.

Singing should not be neglected in any school; it is a healthy exercise for youth, and where proper attention is given to the mode of practice, tends to improve the voice for reading and speaking. This should be a general exercise for all the scholars to join in, and not, as in some instances we noticed, where a few of the best singers only were selected out to do all the singing. Music should be taught in our Public Schools as a science, and not used wholly as an amusement for the scholars. Every grammar and district school-room should be furnished with a music blackboard, that the teacher may have an opportunity, whenever time will permit, of introducing general elementary exercises, which would be valuable to the pupils as a discipline of the mind if no other object were sought.

School Committee.—JAMES S. HOWES, A. SMALL, THOS. HOWES, JR.

FALMOUTH.

In a school of the past winter, consisting of sixteen scholars, were found twenty-five distinct classes; while in another school, of the same number of scholars, were found thirty classes, each of which must be daily exercised.

We were informed by the teacher, that she could not consistently make the number of classes less; and that it was only by dint of skilful management that she could make a complete round in six hours.

But in a school that is properly classed, sixteen pupils may be taught a principle in the same time that would be required to present it to each of four classes, of four pupils each; so in the latter case, the pupils can have but ten minutes for his recitation, while in the former, he receives an exercise of forty minutes.

We believe that seventy or eighty scholars, brought together in one house, and there divided, according to their rank, into two schools, each under the care of a teacher adapted to its particular need, would be better taught, at less actual expense than is now possible, while we find them in several different schools, each embracing every grade.

School Committee.—LEBBEUS HILL, JAMES B. EVERETT.

HARWICH.

Many are ready to complain of the high wages paid to our teachers. They say a female laboring only six hours a day in the school-room, and nothing to do but sit in her easy chair and hear recitations five days in a week, earns more than a man that goes into the woods to chop wood by the cord, or the hands on a farm who work every day the year round. But those who complain most have taught school least. Therefore, be patient and hear both sides of the question. You labor hard on your farm, or at wood-cutting, but you are breathing nature's pure air under the broad canopy of heaven, and being invigorated by the refreshing influence of the sunshine. The wear and tear of your muscle is easily restored by solid food and sound sleep. Your whole physical system is becoming stronger, you are hardening a vigorous constitution, and laying the foundation for a healthy and ripe old age. How is it with the faithful teacher, impressed with all the responsibilities of her calling? The wear and tear which she experiences is upon her nervous system, which is not so easily restored. The sound, refreshing sleep which you enjoy, and which leaves you with a keen appetite, is a stranger to her eyelids. She is cooped up in a small, ill-ventilated room, crammed with half a hundred pupils, from the air of which all oxygen is exhausted in less than thirty minutes after they take their seats, unless a door or window is left open, some arriving late, imperfect lessons, whispering and disobedience, and notes from over-indulgent parents. All these, and more, are lived over again at midnight's still hour, when you are slumbering peacefully on your pillow. Is it any wonder that her eye grows dim, poring over the same pages day after day; that her voice loses its freshness amid the foul atmosphere of her pent-up school-room? Is it any wonder that the roses leave her cheeks; that consumption and premature old age mark her as their victim? How many of our teachers are past middle age? Hardly one. And why? Because they leave for more healthful pursuits.

School Committee.—NATHANIEL DOANE, Jr., WARREN J. NICKERSON, RODMAN R. NICKERSON.

PROVINCETOWN.

We must not omit noticing one important feature in our schools—the great improvement made in the exercise of spelling. We had reason to complain last year that this important branch was too much neglected, and that our scholars were bad spellers. The change will be apparent from a record kept in the Western Grammar School during the fall term.

Of a class of twenty-two scholars, in spelling five hundred words each, selected from their reading lesson, seven were perfect, three missed one word each, four two, one three, two four, one five, one nine, one twenty-

eight, one twenty-nine, and one undecided, on account of being unable to write distinctly, making in an aggregate of eleven thousand words spelled by the class, ninety-five misspelled. We think this is doing well, and yet we believe by examining the records and the assurance of the teachers, that the other Grammar School can do about as well. The Intermediate Schools have likewise made great improvement in this exercise the past year, but we have no statistics by which we can give you a correct account.

School Committee.—S. A. PAINE, A. L. PUTNAM, B. F. HUTCHINSON.

SANDWICH.

School-Houses.—Of the twenty-one school-houses in town, five show the taste and benevolence of the gentlemen by whose energy and perseverance they were built and are preserved, twelve serve as tolerable shelter from scorching sun or pelting storms, but the other five are wholly unworthy the name they bear.

Will you have six houses stand in your town, and send your children to them from year to year, that a committee of carpenters appointed for the purpose, appraised at less than seventy-six dollars each? The sum would little more than build a hovel of capacity for a cow.

The school-house is a teacher; silent, but more impressive than the words that fall from the lips of some living teachers, and we cannot afford the lessons that our children take from broken doors, black ceiling, patched walls, and half demolished seats; they are too expensive, they teach carelessness, and immorality.

Our dwellings are painted on the inside and more than half of them on the outside; and our stores where merchandise is sold, and our shops where chairs are mended, are painted, and some of our barns where oxen and horses are kept, have been improved by the brush; but for the school-house, the place where our children are educated, we can, with few exceptions, claim no such improvement,—once slightly built, it is left to improve itself.

Upon our churches we employ skilful architects and faithful workmen, and build them thoroughly; paint them, fresco and varnish them; and this is well, for the house of God should be comfortable and attractive, and the fifty thousand dollars we have in these buildings is a good investment, that will yield us an eternal income.

The present value of our school-houses does not vary materially from eleven thousand dollars, and the number of children that attend our schools is equal to about half the number of persons that attend our churches; more of life is spent in the school-house than in the church, and this too at its most impressive period—and placing the one by the other, let us consider their relative value in God's plan for developing the soul. Our

forefathers, in the wilderness, with little means, struggled to educate their children, for the power it would give them to read and understand his word. In the shadow of ignorance man's moral lamp burns feebly. The missionary to the heathen relies as much on the school he sets up, to promulgate the gospel, as on the church he establishes, to turn men from the ways of death unto life.

If men went to school in place of children, school-houses would be improved. Where is there a dilapidated Masons' lodge, or a weather-worn Odd Fellows' hall? We are doing injustice to ourselves and our children in this connection, not for the reason that we have not the means to build good houses, but simply for the reason that we are familiar with bad ones. If a father had better sacrifice half his means than rear an ignorant, wicked child, the town, if these houses have a bad influence on her children, had better sacrifice a trifle annually, for a few years, and have them removed.

School Committee.—PAUL WING, CHAS. DILLINGHAM, ALDEN N. ELLIS.

WELLFLEET.

Keep your boys (and your girls, too,) out of the streets in the evening, and much of trouble that arises in our streets and places of public resort, from rude and unmannerly conduct, will have ceased. Many complain that they cannot keep their children around their firesides when evening comes on; that others' children have the liberty of the streets, and theirs claim the same privilege; and so in their weakness they yield up their authority to their children. To such we would say, have you ever asked yourselves the question, Why is it that my children do not like to stay at home? The answer is simply, home is not made attractive enough. Remedy that defect, by bringing to your aid all that makes home bright and alluring, and when you have made the fireside more pleasant than the street, you will find no difficulty in keeping your children at home in the evening. Let them find at home the enjoyments they find elsewhere, and they will give you no further anxiety. Of all education, that obtained in the street is the most pernicious; and yet, strange to say, it is that most perseveringly sought after.

School Committee.—NOAH SWETT, N. H. DILL, S. HINCKLEY.



AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1863-4.

SUFFOLK COUNTY.

TOWNS.	Population — United States Census, 1860.	Valuation — 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Boston, . . .	177,818	\$312,000,000 00	277	27,339	27,274	24,724	24,928	—	1,455	32,147	55	515	54	506	1,281.04	1,620.04	2,901.08
Chelsea, . . .	13,395	6,780,000 00	46	2,814	2,711	2,340	2,303	—	177	2,879	3	48	3	48	261	261	522
N. Chelsea, . . .	921	770,000 00	4	155	148	138	122	—	7	146	1	3	1	3	19.10	20.10	40
Winthrop, . . .	544	450,000 00	3	126	129	98	106	6	15	138	—	3	1	2	17.10	10.16	28.06
Totals, . . .	192,678	\$320,000,000 00	330	30,434	30,262	27,290	27,459	6	1,654	35,310	59	569	59	559	4.16	5.16	10.12

SUFFOLK COUNTY—CONTINUED.

TOWNS.														
	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for the school-year 1863-4.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in Unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1863—how appropriated.	City Treas. Schools.
Boston, . . .	\$171 11	\$42 45	\$379,815 52	—	\$6,250 00	\$374 00	—	*	53	1803	\$157,297 00	\$7,393 81	Town's share of School Fund received in 1863—how appropriated.	City Treas. Schools.
Chelsea, . . .	116 66	29 00	25,000 00	—	—	—	—	—	4	100	1,500 00	662 17	—	"
N. Chelsea, . . .	50 00	23 83	1,400 00	—	—	—	—	—	—	—	—	33 58	—	"
Winthrop, . . .	45 00	23 32	800 25	—	—	—	—	—	—	—	—	31 74	—	"
Totals, . . .	\$95 69	\$29 65	\$407,015 77	—	\$6,250 00	\$374 00	—	—	57	1903	\$158,797 00	\$8,121 30	—	"

* Several Catholic Schools and Charitable Institutions educate 2,962 pupils, for the most part free.

ESSEX COUNTY.

TOWNS.	Population — United States Census, 1860.	Valuation — 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.		In Winter.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Amesbury, . .	725	694	590	556	14	97	742	4	15	5	14	62.07	58.05	120.12			
Andover, . .	862	787	664	640	49	40	944	19	2	17	2	89.15	59.04	148.19			
Beverly, . .	1,017	1,061	789	806	70	159	1,164	3	17	8	14	98.15	87.15	186.10			
Boxford, . .	191	196	150	164	11	51	203	1	7	3	4	30.01	21.01	51.02			
Bradford, . .	226	226	178	170	4	22	328	1	4	2	3	18.05	18.05	36.10			
Danvers, . .	1,053	1,021	828	822	13	97	1,090	3	18	6	17	86.12	60.07	146.19			
Essex, . .	292	346	235	297	26	42	296	1	9	5	4	37.19	37.14	75.13			
Georgetown, .	406	367	324	304	8	62	396	1	9	1	9	38.15	37.10	76.05			
Gloucester, .	2,300	2,336	1,739	1,827	—	269	2,224	2	46	10	42	140.07	162.18	303.05			
Groveland, . .	249	247	175	185	10	30	288	—	5	4	1	21.10	13.17	35.07			
Hamilton, . .	141	149	103	116	9	15	153	—	4	3	1	14.12	11.02	25.14			
Haverhill, . .	1,723	1,654	1,365	1,341	—	126	1,807	4	34	9	28	149	148.15	297.15			
Ipswich, . .	587	561	454	436	14	62	610	3	10	7	6	54.10	42.10	97			
Lawrence, . .	2,437	2,349	1,939	1,849	19	114	3,384	5	49	5	49	215.05	215.05	430.10			
Lynn, . .	3,865	3,624	3,527	3,348	10	148	4,509	6	53	6	53	247.04	247.04	494.08			
Lynnfield, . .	150	143	93	117	2	22	159	—	3	2	1	16.15	8.15	25.10			
Manchester, .	388	348	314	281	7	52	377	1	7	1	11	34	34	68			
Marblehead, .	1,286	1,274	1,130	1,094	—	62	1,392	2	21	2	21	92.14	105.06	198			
Methuen, . .	510	499	372	407	35	48	480	1	11	5	7	53.03	37.10	90.13			
Middleton, . .	199	210	159	167	20	28	223	—	4	3	1	17.10	12.18	30.08			
Nahant, . .	99	95	79	81	1	16	87	1	1	1	1	10.10	12	22.10			
Newbury, . .	225	234	170	190	17	19	276	1	8	1	8	27	24	51			
Newburyport, .	2,234	2,112	1,881	1,726	—	120	2,819	7	40	7	40	157.10	192.10	350			

North Andover,	2,343	\$1,575,166 00	10	427	344	265	287	9	45	442	1	9	6	4	56.08	34.01	90.09
Rockport, . .	3,237	1,320,335 00	10	758	676	504	553	23	187	667	3	10	3	9	49.10	27	76.10
Rowley, . . .	1,278	484,701 00	5	226	247	202	196	12	18	283	1	5	1	5	23.05	18.05	41.10
Salem, . . .	22,252	14,722,500 00	48	2,547	2,621	2,126	2,183	-	161	3,875	6	53	7	52	240.10	274	514.10
Salisbury, . .	3,310	1,465,413 00	14	617	602	482	504	35	65	747	3	11	9	5	55	62.18	117.18
Saugus, . . .	2,024	1,148,428 00	9	445	409	311	302	14	16	445	-	9	-	9	35.15	51.15	87.10
South Danvers,	6,549	3,613,408 00	20	1,156	1,130	939	846	7	64	1,310	5	19	5	18	102.07	102.07	204.14
Swampscott, .	1,530	1,043,853 00	5	274	311	207	244	-	24	319	1	5	1	5	27	30.05	57.05
Topsfield, . .	1,292	624,769 00	5	184	193	137	155	6	32	230	-	5	1	4	23	15.10	38.10
Wenham, . . .	1,105	550,780 00	5	186	210	148	179	14	25	224	-	5	2	3	18.05	15	33.05
West Newbury,	2,202	938,741 00	8	347	397	305	298	20	33	445	-	8	3	6	26	30.02	56.02
Totals, . . .	165,611	\$84,637,837 00	515	28,332	27,673	22,884	22,671	479	2,371	32,938	64	533	136	472	4.12	4.10	9.02

ESSEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for the school-year 1863-4.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in Unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1863, according to No. children between 5 and 15 May 1, 1863.	Town's share of School Fund received in 1863—how appropriated.
Amesbury, . . .	\$40 00	\$18 31	\$3,000 00	\$30 00	—	—	—	—	3	\$7,750 00	—	250	\$400 00	\$170 66	Schools.
Andover, . . .	40 00	21 26	3,800 00	—	\$108,030 00	\$6,481 00	—	—	360	\$7,750 00	—	240	1,500 00	217 10	"
Beverly, . . .	63 50	18 75	6,500 00	—	—	—	—	—	4	—	—	42	250 00	267 72	"
Boxford, . . .	35 00	18 70	900 00	—	2,186 15	126 40	\$54 52	—	1	—	—	20	32 00	46 69	"
Bradford, . . .	47 50	21 55	1,500 00	—	—	—	—	—	54	1,604 75	—	17	197 33	75 44	"
Danvers, . . .	51 43	19 48	1,500 00	—	—	—	—	—	1	—	—	1	—	250 70	"
Essex, . . .	40 60	13 00	1,500 00	—	—	—	—	—	—	—	—	—	—	68 08	"
Georgetown, . . .	55 00	18 16	1,900 00	—	—	—	—	—	—	—	—	—	800 00	91 08	"
Gloucester, . . .	54 06	18 04	11,750 00	—	—	—	—	—	—	—	—	80	75 00	511 52	"
Groveland, . . .	31 33	18 87	906 22	—	—	—	—	—	1	—	—	2	42	66 24	"
Hamilton, . . .	30 00	17 61	600 00	31 00	—	—	—	—	—	—	—	2	—	35 19	"
Haverhill, . . .	61 29	21 96	10,000 00	—	—	—	—	—	—	—	—	2	325 00	415 61	"
Ipswich, . . .	36 98	16 04	2,400 00	—	—	240 00	—	—	—	—	—	96	1,650 00	140 30	"
Lawrence, . . .	90 62	24 74	22,556 34	12 50	4,800 00	—	521 18	—	—	—	—	3	—	778 32	Books, Maps, &c.
Lynn, . . .	95 24	30 37	26,001 48	—	—	—	—	—	13	—	—	350	5,000 00	1,037 07	Schools.
Lynnfield, . . .	40 00	24 00	700 00	—	—	—	—	—	—	—	—	—	—	36 57	"
Manchester, . . .	45 00	13 89	1,200 00	—	—	—	—	—	—	—	—	—	—	86 71	"
Marblehead, . . .	54 17	17 90	6,500 00	—	5,000 00	438 60	—	—	22	424 00	—	4	690 00	320 16	Schools & Appar.
Methuen, . . .	43 40	20 00	2,500 00	—	—	—	—	—	1	—	—	30	20 00	110 40	Schools.
Middleton, . . .	37 33	19 00	800 00	—	—	—	—	—	—	—	—	—	—	51 29	Town Treas.
Nahant, . . .	50 00	25 00	1,271 98	—	—	—	—	—	—	—	—	—	—	18 01	"
Newbury, . . .	18 00	18 07	1,050 00	12 00	16,000 00	700 00	—	—	10	175 00	—	—	—	57 14	Schools.
Newburyport, . . .	75 00	21 00	13,772 66	—	65,000 00	3,900 00	—	—	110	—	—	8	800 00	648 37	"

	\$38 39	\$19 39	\$2,300 00	\$47 00	\$700 00	\$42 00	\$35 00	—	—	—	2	36	\$429 00	\$101 66	Schools.
North Andover,	39 44	19 69	2,500 00	\$47 00	—	—	—	—	—	—	—	—	—	153 41	"
Rockport, . . .	45 00	16 67	2,800 00	50 00	—	—	—	—	—	—	—	—	65 00	65 09	"
Rowley, . . .	92 48	23 38	24,292 68	—	4,000 00	200 00	—	—	—	—	36	1343	17,616 00	891 25	"
Salem, . . .	33 22	17 09	3,000 00	—	—	—	—	—	—	—	3	95	132 00	171 81	"
Salisbury, . . .	—	23 20	2,000 00	—	—	—	—	—	—	—	—	—	—	102 35	"
Saugus, . . .	69 83	21 14	8,732 00	—	2,000 00	120 00	335 17	—	—	—	—	—	—	301 30	"
South Danvers,	59 10	18 18	2,000 00	—	—	—	—	—	—	—	—	—	—	73 37	"
Swampscott, . .	40 00	17 11	800 00	—	—	—	—	—	—	—	—	—	—	52 90	"
Topsfield, . . .	37 50	18 81	750 00	—	—	—	—	—	—	—	1	25	6 25	51 52	"
Wenham, . . .	36 33	19 12	1,600 00	—	—	—	—	—	—	—	5	40	150 00	102 35	"
West Newbury,															
Totals, . . .	\$49 29	\$19 69	\$175,583 36	\$182 50	\$207,716 15	\$12,248 00	\$945 87	8	556	\$9,753 75	102	3817	\$30,137 58	\$7,567 40	

MIDDLESEX COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
											Males.	Females.	Males.	Females.				
Acton, . . .	1,726	\$821,401 00	9	344	453	290	348	16	98	364	—	8	6	8	3	34.05	28.10	62.15
Ashby, . . .	1,091	555,386 00	9	204	224	176	190	11	48	203	—	9	1	9	8	25.05	25	50.05
Ashland, . . .	1,554	577,860 00	8	252	298	211	231	5	26	287	—	8	—	8	8	24.15	26.08	51.03
Bedford, . . .	843	470,657 00	6	139	157	118	135	12	22	155	—	6	—	6	6	31.10	18.05	49.15
Belmont, . . .	1,198	2,141,709 00	6	229	243	170	182	5	14	213	2	5	4	4	4	31.10	31.10	63
Billerica, . . .	1,776	1,042,071 00	11	329	332	263	263	45	25	343	—	11	—	11	11	40.15	35	75.15
Boxborough, . . .	403	221,755 00	4	86	103	75	94	4	23	103	3	4	1	3	3	11.15	12.05	24
Brighton, . . .	3,375	3,488,577 00	12	850	850	617	617	4	20	729	3	14	3	14	66	66	132	132
Burlington, . . .	606	384,413 00	5	105	120	87	103	5	34	113	—	4	—	4	6	24	9	33
Cambridge, . . .	26,060	20,515,905 00	29	5,850	6,003	4,470	4,510	—	480	5,616	11	86	11	88	229.10	147.18	377.08	
Carlisle, . . .	621	328,461 00	5	103	114	81	93	5	21	103	—	5	4	1	1	13	13.10	26.10
Charlestown, . . .	25,063	15,420,760 00	38	5,839	5,835	3,926	3,886	4	314	5,028	10	83	10	83	203.06	203.06	406.12	
Chelmsford, . . .	2,291	1,371,136 00	12	446	492	346	403	14	80	507	—	12	6	6	6	41.05	40.09	81.14
Concord, . . .	2,246	1,663,507 00	12	431	461	362	373	9	49	409	1	11	1	11	11	55.10	55.10	111
Dracut, . . .	1,881	962,723 00	11	317	397	256	324	31	97	326	—	11	3	8	8	34.08	36	70.08
Dunstable, . . .	487	397,551 00	5	96	112	83	91	5	33	95	—	4	1	4	4	8.09	16.03	24.12
Frammingham, . . .	4,227	2,208,537 00	18	787	830	700	715	29	68	733	2	18	2	18	47	100.08	147.08	147.08
Groton, . . .	3,193	1,465,408 00	17	566	589	458	491	24	90	667	1	16	3	14	55.03	59.18	115.01	
Holliston, . . .	3,339	1,483,443 00	16	742	682	609	562	49	57	671	1	15	3	13	56.10	47.18	104.08	
Hopkinton, . . .	4,340	1,368,099 00	17	909	774	708	637	16	55	880	1	16	2	13	79.10	37.03	116.13	
Lexington, . . .	2,329	1,873,634 00	10	423	424	350	370	3	33	424	2	9	2	9	63	35.10	35.10	98.10
Lincoln, . . .	718	539,528 00	5	113	118	105	99	10	17	117	—	5	—	5	—	23.12	12.05	35.17
Littleton, . . .	1,063	666,270 00	7	177	215	144	186	15	40	205	—	8	3	4	4	25.10	24.06	49.16

SCHOOL RETURNS.

ix

Lowell, . . .	36,827	\$20,894,207 00	57	6,848	6,473	4,249	4,092	17	678	5,268	13	82	13	78	292.02	313.10	605.12
Malden, . . .	5,865	3,366,963 00	20	1,294	1,366	928	1,040	5	76	1,340	4	18	4	18	85	123	208
Marlborough, . .	5,911	1,876,599 00	21	1,079	1,033	881	841	24	82	1,415	1	20	2	19	85.15	92.05	178
Medford, . . .	4,842	4,970,817 00	16	978	978	857	857	-	80	1,090	3	16	3	16	64	112	176
Melrose, . . .	2,532	1,373,324 00	10	509	517	426	406	-	27	566	1	10	1	10	42.10	57.10	100
Natick, . . .	5,515	1,788,549 00	17	910	792	733	621	4	37	984	1	16	2	15	56.05	55.15	112
Newton, . . .	8,382	7,146,081 00	26	1,474	1,513	1,131	1,221	-	133	1,691	8	23	9	22	136.10	130	266.10
North Reading, . .	1,203	527,890 00	5	209	204	145	161	13	31	240	-	6	-	6	16.15	13.18	30.13
Pepperell, . . .	1,895	754,506 00	10	341	351	294	304	14	59	371	-	10	3	7	24.07	25.12	49.19
Reading, . . .	2,662	1,269,570 00	13	558	512	469	429	18	54	543	1	12	1	12	70.01	34.16	104.17
Shirborn, . . .	1,129	873,154 00	8	189	239	160	194	7	44	189	-	7	1	7	26.15	32.05	59
Shirley, . . .	1,468	662,067 00	9	181	216	166	210	5	42	230	-	9	4	5	30	29.10	59.10
Somerville, . . .	8,025	6,033,053 00	28	1,953	1,967	1,426	1,466	35	68	1,888	5	27	5	28	128.02	168	296.02
South Reading, . .	3,207	1,861,319 00	12	623	561	470	463	24	38	619	1	12	1	13	75	46	121
Stonham, . . .	3,206	1,207,701 00	10	650	295	454	244	12	47	567	1	13	1	8	64.15	11.05	76
Stow, . . .	1,641	713,320 00	8	322	343	250	275	33	60	323	-	6	1	7	23.10	26.12	50.02
Sudbury, . . .	1,691	1,043,091 00	7	330	309	229	271	4	51	272	-	7	1	6	31.14	22.04	53.18
Tewksbury, . . .	1,744	620,886 00	7	232	238	182	199	15	37	225	-	7	-	7	32.15	22.05	55
Townsend, . . .	2,005	663,222 00	14	367	473	322	395	18	91	349	-	14	6	8	31.12	35.13	67.05
Tyngsborough, . .	626	322,680 00	8	112	120	85	91	12	19	106	-	7	1	6	22.17	16.19	39.16
Waltham, . . .	6,397	4,694,856 00	19	1,277	1,234	997	972	28	78	1,202	2	21	2	21	92.10	102.10	195
Watertown, . . .	3,270	2,514,020 00	12	704	665	555	529	1	49	798	3	9	3	9	60.06	60.06	120.12
Wayland, . . .	1,188	561,758 00	7	245	190	204	156	5	18	267	7	7	-	7	27.10	28	55.10
W. Cambridge, . .	2,681	2,449,057 00	8	461	472	383	396	-	19	517	2	8	2	8	40	40	80
Westford, . . .	1,624	796,440 00	10	320	329	257	260	34	49	318	-	11	5	5	36.11	33.15	70.06
Weston, . . .	1,243	1,016,605 00	7	237	244	196	178	9	39	239	1	6	1	6	32	31	63
Wilmington, . . .	919	459,291 00	5	170	166	137	131	7	21	158	-	5	1	4	17.05	13.02	30.07
Winchester, . . .	1,937	1,533,514 00	10	435	402	370	338	2	31	440	2	8	2	9	49.15	49.15	99.10
Woburn, . . .	6,287	3,599,280 00	21	1,382	1,321	1,118	1,065	-	87	1,447	2	24	2	24	92.10	92.10	185
Totals, . . .	216,352	\$135,458,009 00	677	43,727	43,349	32,679	32,708	667	3,889	41,953	85	789	143	730	4.09	4.06	8.15

MIDDLESEX COUNTY—CONTINUED.

[illegible]

SCHOOL RETURNS.

	\$97 01	\$28 57	\$46,000 00	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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* 25 per cent. for maps, balance for Schools.

† Salaries and books of reference.

† Salaries and books of reference. ‡

‡ 25 per cent. for books of reference, remainder for Schools.

WORCESTER COUNTY.

TOWNS.	Population - United States Census, 1860.	Valuation - 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Winter.		In Summer.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.			Males.	Females.	Males.	Females.				
Ashburnham, . .	2,108	\$752,839 00	14	394	485	345	409	27	96	458	-	14	6	8	30.09	35.15	66.04
Athol,	2,604	925,390 00	15	568	555	439	458	22	110	519	1	13	4	13	37.05	41.05	78.10
Auburn,	914	391,784 00	7	237	175	178	141	25	39	183	-	7	2	3	24	15.10	39.10
Barre,	2,973	1,668,557 00	20	514	599	399	499	23	74	577	-	18	3	19	47.15	59.05	107
Berlin,	1,106	396,170 00	5	199	234	171	206	23	42	209	-	5	2	3	15	15.07	30.07
Blackstone, . .	5,453	1,817,911 00	15	900	934	685	672	77	76	1,088	-	17	5	12	55.04	56.14	111.18
Bolton,	1,348	563,319 00	9	249	326	206	264	9	58	308	1	8	4	5	31.00	29.10	60.10
Boylston, . . .	929	469,794 00	6	151	182	126	170	10	56	151	-	6	-	6	14.12	15.17	30.09
Brookfield, . .	2,276	765,765 00	12	392	424	317	351	17	69	410	-	12	4	12	35.07	37.10	72.17
Charlton, . . .	2,047	872,454 00	13	391	436	310	357	34	86	380	-	13	9	4	40.06	39.16	80.02
Clinton,	3,859	1,676,064 00	10	699	608	480	460	12	71	674	1	10	1	10	66.19	33.07	100.06
Dana,	876	241,663 00	6	205	245	156	175	7	27	180	-	6	2	4	17.15	16.17	34.12
Douglas,	2,442	953,409 00	10	449	413	351	333	30	38	462	-	10	4	6	35.15	33	68.15
Dudley,	1,736	685,821 00	9	343	404	270	315	17	25	396	-	9	2	7	30	32	62
Fitchburg, . . .	7,805	3,762,529 00	29	1,392	1,477	1,115	1,209	16	130	1,494	5	28	6	27	86.05	90	176.05
Gardner,	2,646	901,835 00	12	471	516	407	448	12	100	515	-	12	3	9	31.09	30	61.09
Grafton,	4,317	1,691,274 00	18	794	814	639	662	44	43	757	1	17	2	17	48.05	95	143.05
Holden,	1,521	934,532 00	11	283	358	233	304	19	56	255	-	11	6	5	45.12	23.18	69.10
Harvard,	1,507	877,330 00	10	250	290	207	252	15	73	274	-	10	5	6	32.06	33.11	65.17
Holden,	1,945	796,813 00	13	397	396	326	322	10	106	379	-	13	1	12	41.15	38.15	80.10
Hubbardston, .	1,621	609,054 00	14	319	395	281	339	9	94	325	-	14	3	11	32	32.11	64.11
Lancaster, . . .	1,932	848,100 00	11	401	365	377	308	6	42	378	-	11	5	7	38.15	29.17	68.12
Leicester, . . .	2,748	1,559,404 00	13	471	502	367	367	12	34	548	1	12	2	11	44.02	55.13	99.15
Leominster, . .	3,522	1,728,997 00	17	716	652	598	578	17	107	638	1	16	6	10	73.15	44.15	118.10

Lanenburg, . .	1,212	\$730,952 00	9	170	230	146	202	10	31	219	-	9	-	9	26.15	27.05	54
Mendon, . .	1,351	722,565 00	8	262	295	192	225	8	40	304	-	8	-	8	18.05	24.19	43.04
Milford, . .	9,132	3,155,601 00	27	2,151	2,353	1,500	1,608	27	181	2,263	3	29	3	30	94	124.15	218.15
Millbury, . .	3,296	1,397,538 00	15	686	633	514	505	16	52	750	1	15	1	15	66	66	132
New Braintree, .	805	555,252 00	6	137	150	115	132	8	24	162	-	6	-	7	68	71	139
Northborough, .	1,565	947,539 00	7	217	311	196	252	12	28	223	-	7	-	8	20	20.10	40.10
Northbridge, .	2,633	945,574 00	12	498	575	403	435	17	67	569	1	12	3	8	40.02	43.05	83.07
N. Brookfield, .	2,760	1,183,803 00	14	486	571	399	471	22	76	557	-	13	5	11	39.10	38	77.10
Oakham, . .	959	323,843 00	8	149	205	129	176	12	42	155	-	7	-	7	15.12	23.01	38.13
Oxford, . .	3,034	1,156,411 00	14	565	484	416	372	21	86	578	2	12	3	11	52.10	37.15	90.05
Paxton, . .	725	295,067 00	6	117	147	100	126	18	18	149	-	5	1	5	13	16.15	29.15
Petersham, . .	1,465	672,092 00	14	258	325	212	263	10	59	292	-	13	3	12	31.05	39.10	70.15
Phillipston, . .	764	294,553 00	7	150	198	129	167	6	28	157	-	6	2	5	15	18.03	33.03
Princeton, . .	1,201	712,603 00	10	262	301	195	248	9	98	231	-	10	2	8	35	24.19	59.19
Royalston, . .	1,486	823,257 00	14	312	352	263	306	28	121	323	1	12	5	9	34.07	37.06	71.13
Rutland, . .	1,076	507,516 00	10	199	253	163	221	12	66	224	-	10	5	5	24.05	27.04	51.09
Shrewsbury, . .	1,558	1,109,424 00	7	237	250	200	205	15	35	285	-	7	2	5	26.11	20.17	47.08
Southborough, .	1,854	952,552 00	9	339	319	257	257	6	24	315	1	8	1	8	41.13	26.18	68.11
Southbridge, . .	3,575	1,304,825 00	16	754	708	565	551	10	50	828	2	15	6	10	60.19	54.05	115.04
Spencer, . .	2,777	1,294,031 00	15	646	661	508	544	30	158	597	2	13	6	8	43.11	44.10	88.01
Sterling, . .	1,918	978,871 00	12	264	359	205	313	-	50	343	-	12	8	4	38	33	71
Sturbridge, . .	2,245	840,096 00	15	380	443	306	380	18	57	392	-	15	6	9	44.10	46.03	90.13
Sutton, . .	2,676	1,046,341 00	15	455	510	371	425	39	55	551	-	13	5	10	31.13	40.15	72.08
Templeton, . .	2,816	1,089,950 00	14	416	490	348	440	14	112	469	1	13	4	10	40.15	35.15	76.10
Upton, . .	1,986	722,751 00	13	263	372	222	309	22	72	358	-	11	1	11	30.03	32	62.03
Uxbridge, . .	3,133	1,618,969 00	15	575	524	432	395	53	105	544	2	14	3	14	52.04	50.08	102.12
Warren, . .	2,107	914,797 00	11	337	331	292	277	14	15	378	-	11	-	11	31.10	32.10	64
Webster, . .	2,912	1,045,039 00	10	453	424	344	331	11	19	581	1	9	1	8	36.17	39.02	75.19
Westborough, .	2,913	1,227,016 00	12	478	507	410	432	15	61	554	1	11	1	11	42.03	43	85.03
W. Boylston, . .	2,509	886,550 00	8	462	423	389	330	10	43	575	-	8	2	6	35.00	20	55
W. Brookfield, .	1,548	643,823 00	9	292	347	216	291	5	34	317	-	8	3	6	24.05	26.03	50.08
Westminster, . .	1,840	745,615 00	13	349	420	291	364	19	81	376	-	13	4	-	35	34.07	69.07
Winchendon, . .	2,624	1,035,229 00	12	440	425	334	325	15	78	525	1	11	1	11	32	35.10	67.10
Worcester, . .	24,960	17,626,453 00	66	5,363	4,873	3,896	3,531	296	501	4,810	6	83	5	79	349.10	348	697.10
Totals, . .	159,650	\$75,412,160 00	752	30,227	31,564	24,641	25,008	1,321	4,019	31,512	38	741	185	601	3.08	3.08	6.16

WORCESTER COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1863-4.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1864, according to No. children between 5 and 15 May 1, 1863.	Town's share of School Fund received in 1863—how appropriated.
Ashburnham, . .	\$39 33	\$18 62	\$1,500 00	-	-	-	-	-	-	-	-	-	-	\$105 34	Schools.
Athol,	54 60	19 59	2,000 00	-	-	-	-	-	-	-	-	-	-	119 37	High School.
Auburn, . . .	35 91	17 34	700 00	\$18 75	-	-	-	-	-	-	-	-	-	42 09	Schools & Appar.
Barre,	30 15	18 08	2,800 00	-	-	-	-	-	-	-	-	-	-	132 71	Schools.
Berlin,	36 66	20 78	700 00	-	\$2,000 00	\$120 00	-	-	-	-	-	-	-	48 07	"
Blackstone, .	34 40	22 85	3,000 00	-	-	-	\$288 00	-	-	-	-	-	-	250 24	"
Bolton,	35 00	20 64	1,200 00	-	12,000 00	720 00	-	-	-	-	-	-	-	70 84	"
Boylston, . .	-	19 16	600 00	-	-	-	-	-	-	-	-	-	-	34 73	"
Brookfield, . .	34 75	21 15	2,000 00	-	-	-	-	-	-	-	-	-	-	94 30	*
Charlton, . . .	26 98	16 53	1,500 00	-	1,000 00	60 00	-	-	-	-	-	-	-	87 40	Schools.
Clinton, . . .	99 50	24 46	4,396 95	-	-	-	-	-	-	-	-	-	-	155 02	Town Treas.
Dana,	30 00	17 11	700 00	-	-	-	39 77	-	-	-	-	-	-	41 40	Schools.
Douglas, . . .	27 73	22 26	1,500 00	-	950 00	57 00	-	-	-	-	-	-	-	106 26	"
Dudley,	23 33	17 87	1,200 00	-	-	-	-	-	1	81	\$1,458 00	-	-	91 08	"
Fitchburg, . .	68 10	19 37	5,000 00	-	-	-	-	-	-	-	-	-	-	343 62	"
Gardner, . . .	35 67	21 24	1,500 00	-	1,000 00	55 00	-	-	-	-	-	-	-	118 45	"
Grafton, . . .	45 83	22 01	4,000 00	-	1,000 00	117 70	-	-	-	-	-	-	-	174 11	"
Hardwick, . . .	30 25	18 08	500 00	125 60	200 00	12 00	-	-	-	-	-	-	-	58 65	"
Harvard, . . .	32 10	19 23	1,500 00	-	-	-	-	-	-	-	-	-	-	63 02	"
Holden,	35 00	19 35	1,583 64	-	3,366 66	202 00	-	-	-	-	-	-	-	87 17	Partly for Appar.
Hubbardston, .	35 00	18 36	1,400 00	-	1,200 00	72 00	-	-	-	-	-	-	-	67 28	+
Lancaster, . .	39 37	19 86	1,600 00	-	-	-	-	-	-	-	-	-	-	86 94	Schools.
Leicester, . . .	45 00	21 16	2,500 00	-	26,000 00	1,560 00	-	-	-	-	-	-	-	126 04	"
Leominster, . .	47 38	18 62	3,240 95	20 00	100 00	6 00	-	-	1	85	1,500 00	-	-	146 74	"

SCHOOL RETURNS.

[illegible]

* Twenty-five per cent. for Apparatus, 75 per cent. for Public Schools.

† Charts, and balance for Schools.

‡ Apparatus for High School, the remainder to Schools.

HAMPSHIRE COUNTY.

TOWNS.	Population — United States Census, 1860.	Valuation — 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.				
				In Sum'r.		In Winter.					Males.		Females.		Summer. Mos. Days.		Winter. Mos. Days.		Total. Mos. Days.
Amherst, . .	3,206	\$1,581,521 00	17	614	686	502	552	12	130	638	2	17	3	16	71.10	63.13	135.03		
Belchertown, . .	2,709	1,063,603 00	19	497	578	389	475	29	89	557	—	19	7	12	56.08	54.03	110.11		
Chesterfield, . .	897	415,746 00	10	171	174	128	132	15	25	188	—	11	2	7	37.15	26	63.15		
Cumington, . .	1,085	354,219 00	10	199	235	170	183	17	47	194	—	10	2	8	32.06	35.01	67.07		
Easthampton, . .	1,916	924,567 00	9	294	376	197	289	9	12	426	—	8	—	9	27.16	29.02	56.18		
Enfield,* . .	1,025	583,850 00	9	167	194	141	168	16	18	207	—	8	1	8	21.18	28	49.18		
Goshen, . .	439	157,942 00	5	57	86	47	74	3	14	73	—	5	—	5	14.15	13.10	28.05		
Granby, . .	907	476,382 00	8	128	137	105	118	11	6	158	—	8	—	8	26.10	23	49.10		
Greenwich, . .	699	268,824 00	7	122	153	98	136	6	24	114	—	7	3	5	18	20.15	38.15		
Hadley, . .	2,104	1,249,679 00	12	318	362	250	285	11	18	358	—	12	—	12	44.03	43.13	87.16		
Hatfield, . .	1,337	1,071,747 00	9	246	279	179	229	17	43	239	—	7	2	8	23.15	31.02	54.17		
Huntington, . .	1,216	442,651 00	11	239	245	184	202	6	40	225	—	1	10	9	35	32.19	67.19		
Middlefield, . .	748	308,332 00	11	137	189	96	152	12	36	163	—	7	7	5	17.10	33.15	51.05		
Northampton, . .	6,788	3,680,965 00	27	1,149	1,132	858	910	26	101	1,459	2	31	3	30	114.03	113.02	227.05		
Pelham, . .	748	174,513 00	7	157	191	127	185	12	38	175	—	7	1	6	19.01	17.11	36.12		
Plainfield, . .	639	246,735 00	10	125	135	99	116	12	31	88	—	10	1	7	30.15	20.10	51.05		
Prescott, . .	611	245,168 00	6	105	136	84	111	11	36	105	—	6	2	4	16.15	12.15	29.10		
South Hadley, . .	2,277	1,040,303 00	12	353	521	264	320	10	23	436	1	10	3	10	37.18	44.06	82.04		
Southampton, . .	1,130	496,462 00	7	189	203	143	159	11	17	247	—	7	—	7	25.15	22.10	48.05		
Ware, . .	3,597	1,309,890 00	17	769	605	494	518	12	82	581	2	15	5	11	79.15	45.08	125.03		
Westhampton, . .	608	298,404 00	5	76	121	62	83	4	13	135	—	5	2	4	9.15	16.10	26.05		
Williamsburg, . .	2,095	906,206 00	14	375	413	280	374	7	40	399	2	12	3	11	59.00	49.17	108.17		
Worthington, . .	1,041	430,943 00	12	178	209	141	167	17	45	180	—	12	7	5	47.05	36.15	84		
Totals, . .	37,822	\$17,737,649 00	254	6,665	7,360	5,038	5,938	286	928	7,345	10	244	56	207	3.08	3.04	6.12		

* Made no returns The returns of last year given.

HAMPSHIRE COUNTY—CONTINUED.

SCHOOL RETURNS.

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TOWNS.	Average Wages of Male Teachers per month, including the value of board.	Average Wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of Hrs., 1863-4.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1864, according to No. children between 5 and 15 May 1, 1863.	Town's share of School Fund received in 1863—how appropriated.
Amherst, . .	\$43 82	\$20 08	\$3,900 00	—	\$600 00	\$36 00	—	1	—	—	3	51	\$1,440 00	\$146 74	Schools.
Belchertown, . .	26 00	16 60	2,000 00	\$350 00	—	—	—	—	—	—	5	25	250 00	128 11	"
Chesterfield, . .	24 50	15 50	700 00	257 00	1,100 00	66 00	—	—	—	—	—	—	—	43 24	"
Cummington, . .	23 00	16 77	800 00	430 00	—	—	—	—	—	—	1	16	50 00	44 62	"
Easthampton, . .	—	20 00	1,315 00	—	—	—	—	1	180	\$3,750 00	1	13	200 00	97 98	"
Enfield,* . .	22 00	16 54	800 00	—	—	—	—	1	30	220 00	1	30	220 00	—	Schools.
Goshen, . .	—	14 90	350 00	169 50	—	—	—	—	—	—	—	—	—	16 79	"
Granby, . .	—	16 33	1,000 00	20 00	—	—	—	—	—	—	1	23	125 00	36 34	"
Greenwich, . .	26 66	14 05	800 00	—	—	—	—	1	32	—	—	—	—	26 22	"
Hadley, . .	—	17 25	1,800 00	—	15,000 00	1,000 00	—	—	—	—	—	—	—	82 34	"
Hatfield, . .	32 50	20 68	1,250 00	46 27	—	—	—	—	—	—	—	—	—	51 97	"
Huntington, . .	24 50	16 41	900 00	338 50	—	—	—	—	—	—	—	—	—	51 75	"
Middlefield, . .	23 54	16 00	502 18	356 00	—	—	\$90 08	—	—	—	—	—	—	37 49	"
Northampton, . .	63 50	18 28	7,000 00	169 38	2,906 87	192 41	—	—	—	—	2	45	1,500 00	335 57	"
Pelham, . .	24 00	15 57	500 00	10 00	—	—	—	—	—	—	—	—	40 00	40 25	"
Plainfield, . .	22 00	14 88	400 00	108 50	—	—	—	—	—	—	1	28	—	20 24	"
Prescott, . .	19 82	11 00	500 00	120 00	—	—	23 98	—	—	—	—	—	—	24 15	"
South Hadley, . .	39 50	19 00	2,500 00	—	—	—	—	—	—	—	—	—	—	100 28	"
Southampton, . .	—	18 00	734 00	—	—	—	—	1	25	180 00	—	—	—	56 81	"
Ware, . .	50 67	17 35	3,300 00	18 65	—	—	—	—	—	—	—	—	—	133 63	†
Westhampton, . .	22 21	16 12	500 00	112 00	—	—	—	—	—	—	—	—	—	31 05	Schools.
Williamsburg, . .	52 66	20 51	1,000 00	829 74	19,500 00	1,287 58	—	—	—	—	—	—	—	91 77	"
Worthington, . .	26 61	19 60	600 00	914 95	1,948 67	116 92	146 98	—	—	—	—	—	—	41 40	"
Totals, . .	\$31 53	\$17 02	\$33,151 18	\$4,250 49	\$41,055 54	\$2,698 91	\$261 04	5	267	\$4,150 00	15	231	\$3,825 00	\$1,644 74	

* Returns of last year.

† \$35 for Apparatus, the balance for Schools.

HAMPDEN COUNTY.

TOWNS.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.			SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total.
										Males.	Females.	Males.	Females.			
Agawam, . .	1,698	\$693,008 00	10	273	265	194	204	18	23	10	10	2	8	37	33	70
Blandford, . .	1,256	519,151 00	14	191	230	148	169	17	41	11	238	3	8	37.05	36.08	73.13
Brimfield, . .	1,363	700,972 00	10	190	211	158	180	13	8	10	258	3	7	30	27.10	57.10
Chester, . .	1,314	456,635 00	12	268	275	199	244	12	39	12	254	1	10	39.05	31.02	70.07
Chicopee, . .	7,261	2,782,288 00	23	1,339	1,250	1,080	1,086	24	96	3	1,189	5	25	141	80.15	221.15
Granville, . .	1,385	411,508 00	11	234	257	150	215	26	39	9	225	7	3	36.05	33.05	69.10
Holland, . .	419	147,186 00	4	75	91	63	75	6	16	1	100	1	3	10.16	11.03	21.19
Holyoke, . .	4,997	2,080,834 00	17	812	808	604	596	19	86	2	918	3	16	76.18	79.18	156.16
Longmeadow, . .	1,376	917,994 00	11	238	253	158	218	18	41	8	268	2	9	35.08	42	77.08
Ludlow, . .	1,174	440,734 00	10	216	282	147	219	22	31	—	281	4	6	32.10	30.11	63.01
Monson, . .	3,164	1,103,143 00	17	511	522	380	421	16	56	17	532	5	12	58.15	49.18	108.13
Montgomery, . .	371	156,175 00	5	68	69	55	55	6	16	—	73	2	3	16	16.15	32.15
Palmer, . .	4,082	1,167,291 00	19	592	633	474	505	33	57	17	743	3	16	62.02	76.02	136.04
Russell, . .	605	198,462 00	7	121	130	95	105	6	5	—	125	7	7	22.05	23.01	45.06
Southwick, . .	1,188	593,595 00	10	226	249	182	194	16	39	—	226	1	9	43.03	36.17	80
Springfield, . .	15,199	8,669,806 00	43	3,712	2,986	2,300	2,289	18	346	5	3,341	10	7	225.15	223.15	449.10
Tolland, . .	596	280,774 00	8	104	88	68	63	8	19	—	129	7	1	24.15	17.15	42.10
Wales, . .	677	277,868 00	6	117	165	95	128	12	24	—	135	6	2	17	18.10	35.10
Westfield, . .	5,055	2,801,834 00	26	790	946	693	865	60	90	1	1,007	2	26	118.05	79.05	197.10
W. Springfield, . .	2,105	1,011,772 00	12	350	338	254	264	12	10	—	449	12	12	49.05	49.15	99
Wilbraham, . .	2,081	841,633 00	13	312	398	233	301	13	36	—	429	13	5	48.10	45.10	94
Totals, . .	57,366	\$26,252,663 00	288	10,739	10,446	7,730	8,396	375	1,118	11	11,283	59	254	4.01	3.12	7.13

HAMPDEN COUNTY—CONTINUED.

SCHOOL RETURNS.

xix

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for schools, including wages of teachers, fuel, and care of fires, for the school-year 1883-4.	Amount of board, fuel, etc., voluntarily contributed for public Schools.	Am't of School Funds, of which the income can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1864 according to No. children between 5 and 15 May 1, 1863.	Town's share of School Fund received in 1863—how appropriated.
Agawam, . . .	\$27 75	\$17 00	\$1,200 00	\$400 00	\$2,500 00	\$150 00	—	—	—	—	—	1	\$400 00	\$83 49	Schools.
Blandford, . . .	24 71	16 21	700 00	592 00	10,000 00	600 00	—	—	—	—	—	1	60 00	49 27	"
Brimfield, . . .	25 00	16 50	1,200 00	—	700 00	38 00	—	—	—	—	—	1	6 00	59 34	"
Chester, . . .	30 00	19 00	800 00	7 25	10,106 45	608 83	—	—	—	—	—	2	136 00	58 42	"
Chicopee, . . .	67 72	20 53	8,690 00	—	—	—	\$256 05	—	—	—	—	1	225 00	273 47	"
Granville, . . .	21 52	14 40	600 00	427 00	222 00	13 33	—	—	—	—	—	1	100 00	51 75	"
Holland, . . .	28 00	12 25	250 00	82 00	—	—	—	—	—	—	—	1	—	23 00	"
Holyoke, . . .	58 92	20 11	5,500 00	—	1,131 00	67 86	—	—	—	—	—	2	800 00	211 14	Books of Ref., &c.
Longmeadow, . . .	33 08	17 12	1,775 00	—	22,000 00	1,320 00	—	—	—	—	—	—	—	61 64	Schools.
Ludlow, . . .	32 50	17 50	1,000 00	300 00	—	—	—	—	—	—	—	—	—	64 63	"
Monson, . . .	26 20	19 16	1,800 00	342 00	—	—	—	—	1 79	\$810 24	—	—	—	122 36	"
Montgomery, . . .	27 00	13 37	300 00	178 00	—	—	—	—	—	—	—	—	—	16 79	"
Palmer, . . .	36 66	21 50	2,700 00	80 00	825 00	49 50	—	—	—	—	—	—	—	170 89	"
Russell, . . .	—	16 93	400 00	373 21	—	—	—	—	—	—	—	—	—	28 75	"
Southwick, . . .	33 00	17 84	339 00	302 00	15,618 01	899 04	—	—	—	—	—	—	—	51 98	Appar. & Sch'ls.
Springfield, . . .	104 90	23 88	20,000 00	—	7,404 04	435 24	117 00	—	—	—	—	17	5,000 00	768 43	Schools.
Tolland, . . .	26 00	20 44	390 00	341 50	—	—	12 00	—	—	—	—	1	21 00	29 67	"
Wales, . . .	33 00	14 00	475 00	175 43	—	—	—	—	—	—	—	1	43 00	31 05	"
Westfield, . . .	56 00	19 00	4,700 00	60 00	10,000 00	600 00	—	—	1 40	840 00	—	2	450 00	231 61	Sch'ls & Appar.
W. Springfield, . . .	—	18 75	1,200 00	75 00	13,333 00	821 00	—	—	—	—	—	2	—	103 27	Schools.
Wilbraham, . . .	26 00	15 00	1,600 00	70 88	—	—	102 32	—	1 250	6,150 00	—	1	400 00	98 67	Sch'ls & Appar.
Totals, . . .	\$37 75	\$17 64	\$55,619 00	\$3,806 27	\$93,839 50	\$5,602 80	\$487 37	\$7,800 24	4 369	\$7,800 24	33	766	\$7,671 00	\$2,589 62	

FRANKLIN COUNTY.

TOWNS.	Population - United States Census, 1860.	Valuation - 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Ashfield, . . .	1,302	\$606,201 00	14	267	300	201	227	19	40	256	-	14	2	12	44.10	38.03	82.13
Barnardston, . .	968	444,496 00	6	167	209	129	163	13	34	194	-	6	2	4	24.05	19.15	44
Buckland, . . .	1,702	497,592 00	13	343	405	286	319	8	46	353	1	10	1	11	31.03	31.13	62.16
Charlenton, . . .	1,075	392,972 00	9	174	224	139	187	10	40	208	-	8	3	6	23.15	19.15	43.10
Coleraine, . . .	1,798	555,814 00	18	336	373	282	315	20	62	355	-	17	3	14	48.17	46.07	95.04
Conway, . . .	1,689	725,035 00	16	275	294	226	251	12	23	338	-	15	1	14	50.05	45.05	95.10
Deerfield, . . .	3,073	1,181,066 00	18	600	632	464	511	6	84	690	1	18	3	17	68.10	64	132.10
Erving, . . .	527	163,601 00	4	114	141	96	102	3	7	118	-	4	1	3	12	11.17	23.17
Gill, . . .	683	380,385 00	6	126	137	104	113	5	19	142	-	-	2	4	19.10	18.03	37.13
Greenfield, . . .	3,198	1,534,425 00	14	496	532	397	416	15	50	636	3	13	3	13	57	61.15	118.15
Hawley, . . .	671	225,604 00	9	99	120	86	103	12	23	137	-	8	1	7	16.07	19.14	36.01
Heath, . . .	661	255,580 00	8	126	164	104	132	2	33	139	-	8	3	4	22.01	21.15	43.16
Leverett, . . .	904	292,830 00	8	199	223	150	193	18	52	210	-	-	8	4	21.08	22.16	44.04
Leyden, . . .	606	273,648 00	5	92	142	74	118	2	47	145	-	5	3	3	16.10	14.15	31.05
Monroe, . . .	236	83,091 00	4	31	49	21	36	3	18	42	-	2	-	2	5.04	7.10	12.14
Montague, . . .	1,593	564,033 00	12	313	386	248	314	16	58	358	-	12	2	10	34.10	36	70.10
New Salem, . .	957	347,945 00	12	235	272	220	226	16	55	351	1	14	5	7	32.15	33.15	66.10
Northfield, . . .	1,712	708,226 00	14	352	344	271	256	3	47	390	-	15	2	14	40.03	40.02	80.05
Orange, . . .	1,622	543,346 00	14	323	370	279	306	17	81	327	1	12	2	12	30.17	36.16	67.13
Rowe, . . .	619	223,313 00	8	110	154	93	125	5	33	153	-	6	3	5	18.10	22.10	41
Shelburne, . . .	1,448	682,660 00	10	242	266	197	228	11	32	287	-	10	1	9	32.13	30.11	63.04

Shutesbury, . . .	798	\$221,007 00	10	119	148	95	116	15	28	165	-	8	1	8	15.05	25.15	41
Sunderland, . . .	839	345,843 00	9	158	241	126	196	2	48	202	-	7	1	7	24	24.04	48.04
Warwick, . . .	932	342,556 00	11	192	238	163	190	16	48	194	-	11	1	10	27	30	57
Wendell, . . .	704	232,771 00	9	138	160	124	114	15	35	139	-	9	-	9	18.15	22.11	41.06
Whately, . . .	1,057	624,902 00	6	171	191	131	157	18	28	224	-	6	1	5	26.15	18.09	45.04
Totals, . . .	31,434	\$12,448,961 00	267	5,798	6,715	4,711	5,414	282	1,071	6,633	7	252	51	214	2.17	2.17	5.14

FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1883-4.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in Unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1864, according to No. children between 5 and 15 May 1, 1863.	Town's share of School Fund received in 1863—how appropriated.
Ashfield, . . .	\$21 00	\$14 59	\$1,000 00	—	\$810 00	\$48 60	\$55 82	1	25	\$112 50	1	—	—	\$58 88	Schools.
Barnardston, . .	28 50	17 66	300 00	\$88 00	10,716 67	843 00	—	—	—	—	1	62	\$1,218 00	44 62	"
Buckland, . . .	30 00	16 66	1,000 00	31 20	914 96	54 88	—	—	—	—	2	70	237 00	81 19	"
Charlemont, . . .	22 33	14 58	600 00	13 00	800 00	48 00	—	—	—	—	1	25	100 00	47 84	Schools.
Coleraine, . . .	26 66	16 64	1,000 00	760 00	—	—	—	—	—	—	2	60	180 00	81 65	"
Conway, . . .	30 00	17 43	1,300 00	468 50	—	—	—	—	—	—	4	60	75 00	77 74	"
Deerfield, . . .	43 50	19 26	3,112 00	256 00	10,000 00	600 00	—	12	109 89	109 89	1	—	—	158 70	"
Erving, . . .	35 00	17 94	500 00	—	—	—	46 00	—	—	—	1	30	42 50	27 14	"
Gill, . . .	26 00	17 90	500 00	302 00	—	—	—	—	—	—	1	30	42 50	32 66	"
Greenfield, . . .	57 50	19 68	4,100 00	214 00	—	—	—	—	—	—	2	75	1,600 00	146 28	"
Hawley, . . .	28 00	14 94	600 00	113 00	400 00	24 00	—	—	—	—	1	—	—	31 51	"
Heath, . . .	26 33	14 54	500 00	297 00	—	—	—	—	—	—	3	38	92 40	31 97	"
Leverett, . . .	23 58	14 21	600 00	170 90	—	—	—	—	—	—	1	35	192 50	48 30	"
Leyden, . . .	27 00	17 00	450 00	300 00	—	—	—	—	—	—	1	35	192 50	33 35	"
Monroe, . . .	—	20 00	84 00	75 00	207 33	12 44	12 00	—	—	—	1	109	—	9 66	"
Montague, . . .	34 00	16 33	1,200 00	200 00	—	—	162 00	—	—	—	1	—	300 00	82 34	"
New Salem, . .	22 50	13 80	1,000 00	40 00	4,700 00	282 00	—	40	450 00	450 00	1	22	—	53 13	"
Northfield, . . .	26 50	16 50	1,200 00	—	400 00	24 00	66 00	—	—	—	1	98	320 00	89 70	"
Orange, . . .	21 67	16 29	1,200 00	—	—	—	—	—	—	—	3	38	270 00	75 21	Schools.
Rowe, . . .	26 50	13 50	450 00	180 00	200 00	12 00	—	—	—	—	1	—	—	35 19	"
Shelburne, . . .	27 00	18 90	800 00	371 00	—	—	—	40	800 00	800 00	1	35	315 00	66 01	Books & Schools.

	\$32 00	\$13 14	\$600 00	\$15 00	\$280 00	\$16 80							3	47	\$110 00	\$37 95	Schools.
Shutesbury, . .	30 00	16 50	850 50	25 00	-	-	-	-	-	-	-	-	2	60	140 00	46 46	"
Sunderland, . .	20 00	16 25	800 00	-	500 00	30 00	-	-	-	-	-	-	-	-	-	44 62	"
Warwick, . . .	-	13 76	500 00	-	690 00	41 40	-	-	-	-	-	-	-	-	-	31 97	"
Wendell, . . .	31 00	18 45	800 00	90 00	-	-	-	-	-	-	-	-	1	3	75 00	51 52	†
Whately, . . .																	
Totals, . . .	\$29 02	\$16 40	\$25,046 00	\$1,009 60	\$30,618 96	\$2,037 12	\$341 82	4	117	\$1,472 39	29	829			\$5,197 40	\$1,525 59	

‡ Contingent expenses, or payment of School Committee.

† Not yet appropriated.

* Two per cent. for Charts, Maps, &c., the rest for Schools.

BERKSHIRE COUNTY.

TOWNS.	Population - United States Census, 1860.	Valuation - 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.						
				In Winter.		In Summer.					SUMMER.		WINTER.		Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.							
Adams, . . .	6,924	\$2,543,095 00	25	1,101	1,256	769	863	42	162	1,492	1	23	8	14	78.15	102	180.15				
Alford, . . .	542	320,018 00	4	101	105	58	72	3	23	109	-	-	3	-	16	8	24				
Becket, . . .	1,378	431,652 00	12	312	295	238	252	13	47	335	-	11	3	8	37	31.13	68.13				
Cheshire, . . .	1,533	646,771 00	8	223	315	148	202	2	27	279	-	8	3	5	26.14	27	53.14				
Clarksburg, . . .	420	107,505 00	4	65	83	48	57	7	8	115	-	3	2	-	10	11.14	21.14				
Dalton, . . .	1,243	733,646 00	7	209	195	163	157	8	28	242	1	6	1	6	27	24.10	51.10				
Egremont, . . .	1,079	452,030 00	5	170	189	114	129	11	24	192	-	5	2	3	23	17.17	40.17				
Florida, . . .	645	119,316 00	6	122	131	93	100	10	28	110	-	6	1	6	15.17	15.17	31.14				
Gt. Barrington, . . .	3,871	1,843,798 00	19	748	692	459	449	55	45	657	-	19	4	15	91	64	155				
Hancock, . . .	816	494,484 00	7	139	140	112	114	3	5	174	-	7	4	3	27	23.15	50.15				
Hinsdale, . . .	1,511	557,661 00	8	246	255	172	199	4	43	307	-	8	3	5	30.10	24.07	54.17				
Lanesborough, . . .	1,308	641,549 00	7	207	199	144	136	7	24	284	-	7	4	2	33.10	18.10	52				
Lee, . . .	4,420	1,731,778 00	15	814	849	562	615	43	35	891	1	13	5	10	65.05	63.05	128.10				
Lenox, . . .	1,711	821,416 00	8	257	277	161	203	13	21	303	-	6	4	5	49.15	28	77.15				
Monterey, . . .	758	306,184 00	9	110	140	82	100	12	19	152	-	8	-	8	31.16	30	61.16				
Mt. Washington, . . .	321	79,294 00	3	87	30	46	16	3	3	84	-	4	-	1	14	3	17				
New Ashford, . . .	239	112,993 00	2	43	28	20	21	4	10	44	-	2	1	-	7	4	11				
N. Marlborough, . . .	1,782	616,976 00	11	332	330	207	237	17	30	334	-	12	3	9	47	44.05	91.05				
Otis, . . .	998	256,822 00	9	188	181	138	131	17	24	167	-	9	1	6	31.15	19.12	51.07				
Peru, . . .	5	218,200 00	5	89	83	67	62	7	20	85	-	5	-	4	17	11.15	28.15				
Pittsfield, . . .	8,045	5,059,907 00	27	1,380	1,335	982	935	69	85	1,882	1	31	3	30	125.05	109.15	235				
Richmond, . . .	914	489,346 00	6	170	209	118	145	8	15	189	-	6	1	5	24.15	20	44.15				
Sandisfield, . . .	1,585	544,922 00	15	323	348	220	246	21	33	318	-	13	4	10	47.15	37.11	85.06				

Savoy, . . .	904	\$268,439 00	9	191	201	138	148	11	40	192	-	9	7	2	29.19	26.07	56.06
Sheffield, . .	2,621	1,103,728 00	14	493	453	282	279	43	60	587	-	14	4	10	66.06	54.09	120.15
Stockbridge, .	2,136	976,256 00	9	316	309	204	223	9	26	401	-	9	2	7	34	34.06	68.06
Tyringham, . .	730	293,228 00	7	136	135	96	83	13	9	141	-	7	2	5	27.15	17.10	45.05
Washington, .	948	301,441 00	9	190	162	132	121	15	19	224	-	9	2	7	28.15	24.17	53.12
W. Stockbridge,	1,589	602,010 00	7	302	337	190	213	18	43	305	1	7	2	6	28.05	25.14	53.19
Williamstown, .	2,611	1,173,222 00	14	453	444	313	327	32	55	602	-	14	5	9	54.09	45.17	100.06
Windsor, . . .	839	337,275 00	11	178	197	130	154	14	32	160	-	11	2	8	34.12	27.09	62.01
Totals, . . .	55,120	\$24,186,962 00	302	9,695	9,903	6,599	6,979	534	1,043	11,357	5	296	86	211	3.18	3.06	7.04

	\$29 34	\$15 10	\$480 00	\$523 30	\$1,297 00	\$77 82	-	-	-	1	20	\$45 00	\$44 16
Savoy, . . .	28 14	21 92	1,600 00	1,000 00	1,600 00	96 00	\$127 80	-	-	1	14	2,000 00	135 01
Sheffield, . .	24 50	17 44	1,200 00	-	3,000 00	175 00	-	-	-	5	-	2,500 00	92 23
Stockbridge, .	32 00	15 00	600 00	255 00	-	-	-	-	-	-	-	-	32 43
Tyringham, . .	24 00	16 52	600 00	422 08	-	-	3 75	-	-	-	-	-	51 52
Washington, .	16 00	19 00	800 00	330 00	-	-	-	-	-	-	-	-	70 15
W. Stockbridge,	24 28	17 23	1,500 00	475 00	-	50 00	-	-	-	5	75	1,500 00	124 62
Williamstown, .	26 00	16 00	500 00	407 00	587 00	35 27	-	-	-	-	-	-	36 80
Windsor, . . .													
Totals, . . .	\$28 50	\$17 29	\$34,882 00	\$9,089 29	\$17,396 39	\$997 11	\$860 38	7	200	\$16,090 00	55 1020	\$19,594 00	\$2,571 82

NORFOLK COUNTY.

TOWNS.	Population — United States Census, 1860.	Valuation — 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.								
				In Winter.		In Sum'r.					In Winter.		In Sum'r.		SUMMER.		WINTER.		Summer.		Winter.		Total.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.	Mos. Days.	Mos. Days.			
Bellingham, . . .	1,313	\$174,259 00	11	288	320	235	257	9	37	288	11	11	31	34.05	130.18	268.13	31	34.05	65.05				
Braintree, . . .	3,468	1,431,960 00	14	770	710	564	556	18	52	777	12	3	11	80.10	46.18	127.08	11	80.10	127.08				
Brookline, . . .	5,164	10,598,546 00	17	983	1,012	776	797	11	125	781	5	18	5	18	91.07	182.14	91.07	18	91.07	182.14			
Canton, . . .	3,242	2,015,398 00	14	686	657	571	497	15	12	699	3	11	5	9	72	123.10	72	51.10	123.10				
Cohasset, . . .	1,953	1,018,224 00	10	444	413	308	300	21	78	410	2	8	2	8	45	86.15	45	41.15	86.15				
Dedham, . . .	6,330	4,379,743 00	27	1,346	1,203	971	916	2	126	1,213	5	23	6	22	137.15	268.13	137.15	22	137.15	268.13			
Dorchester, . . .	9,769	10,880,383 00	36	2,069	2,030	1,596	1,603	126	159	1,970	9	35	9	35	186.06	372.12	186.06	35	186.06	372.12			
Dover, . . .	679	344,741 00	4	129	140	101	115	5	6	161	4	1	3	12	13.10	25.10	12	13.10	25.10				
Foxborough, . . .	2,879	1,287,735 00	8	417	435	340	347	14	35	509	3	7	5	30.11	26	56.11	30.11	7	56.11	56.11			
Franklin, . . .	2,172	811,637 00	11	447	462	349	356	28	47	413	1	12	1	11	36.11	73.06	36.11	11	36.11	73.06			
Medfield, . . .	1,082	601,491 00	5	189	193	154	182	5	122	161	1	3	2	3	19.15	32.10	19.15	3	19.15	32.10			
Medway, . . .	3,195	1,210,746 00	12	618	634	496	505	16	81	625	1	13	2	13	42	80.15	42	38.15	80.15				
Milton, . . .	2,669	3,393,720 00	10	479	458	378	369	—	25	590	5	6	5	6	52.05	104.15	52.05	6	52.05	104.15			
Needham, . . .	2,658	1,604,985 00	12	511	505	411	405	1	31	505	—	12	—	12	69	36	69	36	105	105			
Quincy, . . .	6,778	3,870,000 00	24	1,425	1,389	1,163	1,132	—	68	1,470	6	22	6	22	125.01	250.03	125.01	22	125.01	250.03			
Randolph, . . .	5,760	2,726,059 00	22	1,113	1,030	967	842	33	51	1,267	2	22	2	21	93.10	187	93.10	21	93.10	187			
Roxbury, . . .	25,137	24,000,000 00	88	4,418	4,465	4,032	4,075	—	416	5,757	6	86	6	86	418	928	418	6	86	928			
Sharon, . . .	1,377	651,213 00	6	240	226	185	177	5	25	273	1	6	3	3	30.10	49.05	30.10	3	30.10	49.05			
Stoughton, . . .	4,830	1,758,237 00	17	1,004	943	807	705	12	78	1,126	4	16	4	16	75.06	126.02	75.06	4	16	126.02			
Walpole, . . .	2,037	1,035,854 00	9	340	370	278	298	18	27	380	1	8	3	8	37	78.05	37	41.05	78.05				
W. Roxbury, . . .	6,310	8,337,578 00	24	1,288	1,321	960	1,005	28	117	1,127	4	22	4	22	120	252	120	22	120	252			
Weymouth, . . .	7,742	3,119,993 00	32	1,622	1,537	1,235	1,173	99	144	1,671	7	26	7	26	135	299.05	135	164.05	299.05	164.05			
Wrentham, . . .	3,406	1,248,397 00	19	573	591	482	467	27	66	654	—	20	3	16	60.03	120.06	60.03	3	16	120.06			
Totals, . . .	109,950	\$86,800,899 00	432	21,399	21,044	17,359	17,079	493	1,928	22,777	66	403	85	413	4.12	9.05	4.13	85	412	9.05			

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for schools, including fuel and care of fires, for the school-year 1863-4.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, printed or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1864, according to No. children between 5 and 15 May 1, 1863.	Town's share of School Fund received in 1863 — how appropriated.
Bellingham,	\$18 47	\$300 00	\$36 00	\$118 16	\$25 09	\$140 63	—	—	—	—	1	20	\$100 00	\$65 24	Schools.
Brantree,	50 87	3,350 00	—	4,500 00	450 00	—	—	—	—	—	1	25	450 00	178 71	"
Brookline,	100 00	14,472 70	—	—	—	—	—	—	—	—	6	70	2,400 00	179 63	Town Treas.
Canton,	35 72	3,200 00	—	—	—	—	—	—	—	—	1	30	400 00	160 77	Schools.
Cohasset,	44 42	2,100 00	—	1,000 00	50 00	—	—	—	—	—	1	6	75 00	94 30	"
Dedham,	73 27	10,425 00	—	1,100 00	66 00	—	—	—	—	—	2	50	800 00	278 99	Town Treas.
Dorchester,	98 55	23,500 00	—	16,221 50	1,115 36	—	—	—	—	—	2	65	2,500 00	453 10	Schools.
Dover,	40 00	2,700 00	—	—	—	—	—	—	—	—	2	115	2,000 00	37 03	"
Foxborough,	40 67	2,500 00	—	—	—	—	—	—	—	—	2	115	2,000 00	117 07	"
Franklin,	40 00	1,750 00	—	—	—	—	—	—	—	—	2	115	2,000 00	94 99	"
Medfield,	44 00	21 60	350 00	3,760 00	225 60	—	—	—	—	—	2	60	150 00	37 03	"
Medway,	39 50	2,400 00	24 00	200 00	12 00	—	—	—	—	—	2	60	150 00	143 75	"
Milton,	60 91	2,500 00	20 80	—	—	—	—	—	—	—	1	10	450 00	135 70	"
Needham,	23 00	2,700 00	—	1,666 66	100 00	—	—	—	—	—	1	20	1,800 00	116 15	"
Quincy,	75 52	9,500 00	—	1,250 00	75 00	—	—	—	—	—	3	45	—	338 10	"
Randolph,	67 46	5,000 00	—	10,000 00	1,167 50	—	—	—	—	—	25	550	6,000 00	291 41	City Treas.
Roxbury,	120 14	47,850 00	—	80,000 00	3,900 00	120 00	—	—	—	—	1	33	500 00	1,324 11	Schools.
Sharon,	38 66	2,228 00	60 00	2,640 00	158 40	—	—	—	—	—	1	33	500 00	62 79	"
Stoughton,	39 50	3,500 00	—	—	—	—	—	—	—	—	3	50	500 00	258 98	"
Walpole,	24 37	2,400 00	—	—	—	—	—	—	—	—	1	40	800 00	75 90	"
West Roxbury,	123 80	11,941 00	—	42,321 00	3,300 00	—	—	—	—	—	6	98	4,251 00	259 21	Gen'l purposes.
Weymouth,	51 78	8,500 00	—	2,939 65	166 37	252 00	—	—	—	—	—	—	—	384 33	Schools.
Wrentham,	38 33	2,500 00	—	2,001 90	120 10	341 86	—	—	—	—	—	—	—	150 42	"
Totals,	\$59 83	\$166,616 70	\$490 80	\$169,918 87	\$10,961 42	\$854 49	2	52	1,600 00	\$23,176 00	59	1287	\$5,238 71		

BRISTOL COUNTY.

TOWNS.	Population - United States Census, 1860.	Valuation - 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos., Days.
											Males.	Females.	Males.	Females.			
Acushnet, . . .	1,387	\$784,837 00	9	287	286	208	226	7	45	303	1	9	2	7	31.10	29.11	61.01
Attleborough, . .	6,066	2,466,316 00	26	973	952	744	725	26	48	1,213	2	27	6	21	89.10	93.07	182.17
Berkley, . . .	825	317,290 00	6	172	197	131	166	16	28	203	-	6	2	4	18.10	21.03	39.13
Dartmouth, . . .	3,883	2,048,785 00	26	655	658	429	467	41	93	716	-	26	15	15	110	95	205
Dighton, . . .	1,733	711,454 00	11	298	324	227	256	16	31	252	-	10	2	9	30	34.15	64.15
Easton, . . .	3,067	1,064,221 00	13	640	637	522	542	16	74	623	1	13	9	5	47.07	46.03	93.10
Fairhaven, . . .	3,118	3,596,609 00	12	607	582	480	444	17	63	543	2	14	3	13	65.15	45.03	110.18
Fall River, . . .	14,026*	10,923,746 00†	42	3,541	3,101	2,335	2,197	19	278	4,012	7	58	8	58	203.15	222.05	426
Freetown, . . .	1,521	802,214 00	8	302	319	215	241	19	54	353	1	8	3	5	31.10	21	52.10
Mansfield, . . .	2,114	711,080 00	9	380	409	304	316	9	11	417	-	10	1	9	28	29.10	57.10
New Bedford, . .	22,300	24,196,138 00	36	3,141	3,278	2,886	2,940	-	467	3,652	7	70	8	74	183	196	379
Norton, . . .	1,848	818,451 00	9	355	338	278	254	17	70	380	-	10	5	5	28.19	30.05	59.04
Raynham, . . .	1,746	1,030,743 00	8	327	343	220	247	8	58	340	-	8	1	7	24.15	24.10	49.05
Rehoboth, . . .	1,932	884,436 00	15	339	405	264	331	18	54	398	1	14	6	9	42.10	43.10	86
Seekonk, . . .	2,662*	1,365,550 00†	8	132	165	99	138	8	24	126	-	8	-	8	29.12	28.05	57.17
Somerset, . . .	1,793	914,070 00	7	107	458	80	306	10	33	417	-	3	3	6	7	34	41
Swansey, . . .	1,430	743,335 00	10	216	295	162	224	16	61	247	-	10	5	6	26	32.15	58.15
Taunton, . . .	15,376	8,211,023 00	52	2,881	2,883	2,179	2,078	129	171	3,294	5	56	10	51	238.05	239.14	477.19
Westport, . . .	2,767	1,803,564 00	20	573	639	378	446	35	96	632	-	20	8	12	84.07	66.11	150.18
Totals, . . .	89,594†	\$64,293,865 00†	327	15,926	16,269	12,141	12,544	427	1,759	18,121	26	380	97	324	4.01	4.01	8.02

* Population of Fall River increased, and that of Seekonk reduced by changing boundary line of the State.

† Valuation of Fall River increased, and that of Seekonk reduced by change of State boundary.

‡ Population and Valuation of Pawtucket omitted, being included in Rhode Island by change of State boundary.

BRISTOL COUNTY—CONTINUED.

SCHOOL RETURNS.

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TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Teachers, board, fuel and care of trees, for the school-year 1863-4.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amt of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1863, May 1, 1863.	Town's share of School Fund received in 1863, May 1, 1863.
Acushnet, . . .	\$31 50	\$17 16	\$1,200 00	-	\$11,800 00	\$708 00	-	-	-	-	-	2	\$1,500 00	\$69 69	Schools.
Attleborough, . . .	39 00	21 89	4,500 00	-	-	-	-	-	-	-	-	1	-	278 99	"
Berkley, . . .	28 90	16 60	800 00	-	-	-	-	-	-	-	-	1	-	46 69	"
Dartmouth, . . .	28 68	14 67	3,500 00	\$25 00	-	-	-	-	-	-	-	1	600 00	164 68	"
Dighton, . . .	30 50	20 42	1,400 00	-	-	-	-	-	-	-	-	1	500 00	57 96	"
Easton, . . .	39 95	23 57	2,500 00	650 00	-	-	-	-	-	-	-	1	150 00	143 29	"
Fairhaven, . . .	52 67	20 96	4,000 00	-	5,000 00	300 00	-	-	-	-	-	3	100 00	124 89	"
Fall River, . . .	75 00	22 25	21,000 00	-	-	-	-	-	-	-	-	1	620 00	922 76	*
Freetown, . . .	32 25	20 38	1,200 00	50 00	-	-	-	-	-	-	-	2	100 00	81 19	Schools.
Mansfield, . . .	38 00	22 50	1,459 50	-	1,000 00	50 00	-	-	-	-	-	1	600 00	95 91	"
New Bedford, . . .	81 09	26 12	30,520 62	-	12,000 00	300 00	-	-	-	-	-	16	6,235 00	839 96	"
Norton, . . .	37 20	20 10	1,500 00	-	-	-	-	-	71	\$5,766 67	-	1	-	87 40	"
Raynham, . . .	37 00	25 66	1,300 00	-	-	-	-	-	112	4,429 50	-	1	30 00	78 20	"
Rehoboth, . . .	24 33	17 39	1,000 00	186 50	2,929 00	175 74	\$343 39	-	-	-	-	1	160 00	91 54	"
Seekonk, . . .	-	15 50	545 14	-	3,181 00	190 86	264 00	-	-	-	-	1	-	28 98	"
Somerset, . . .	37 33	18 78	1,200 00	64 00	-	-	-	-	-	-	-	7	300 00	95 91	"
Swansey, . . .	30 80	16 31	1,217 73	-	-	-	-	-	-	-	-	10	2,400 00	56 81	†
Taunton, . . .	56 05	23 22	17,400 00	-	7,600 00	608 00	-	-	70	1,600 00	-	1	500 00	757 62	†
Westport, . . .	29 12	15 26	2,100 00	221 00	-	-	-	-	-	-	-	1	-	145 36	Schools.
Totals, . . .	\$40 52	\$19 93	\$98,342 99	\$1,196 50	\$43,510 00	\$2,332 60	\$607 39	4	253	\$11,796 17	48	1185	\$13,795 00	\$4,167 83	

* Apparatus, wages, fuel, &c.

† Schools and maps.

† Schools, maps and charts.

PLYMOUTH COUNTY.

TOWNS.	Population - United States Census, 1860.	Valuation - 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.	Summer.	Winter.	Females.	Males.	Summer.	Winter.
								Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.
												Total.	
Abington, . .	8,527	\$3,279,465 00	30	1,961	1,583	1,437	1,437	4	30	4	29	121	121
Bridgewater, . .	3,761	1,878,831 00	16	744	597	538	466	2	16	7	10	69	45.06
Carver, . . .	1,186	490,290 00	7	191	202	151	162	-	7	1	6	23.15	20.15
Duxbury, . . .	2,397	1,076,386 00	13	486	474	402	417	-	12	3	10	57.05	38.05
E. Bridgewater, . .	3,207	1,327,734 00	13	683	642	536	494	4	11	6	8	60	36.15
Halifax, . . .	766	321,449 00	5	124	143	103	114	-	5	2	3	12.05	13.04
Hanover, . . .	1,565	821,527 00	8	281	283	228	224	-	8	1	8	44	24.10
Hanson, . . .	1,245	541,567 00	9	240	277	212	209	-	9	1	8	29.05	36
Hingham, . . .	4,351	2,481,366 00	13	703	659	511	488	3	10	4	9	67.07	70.13
Hull, . . .	285	179,078 00	1	31	34	20	25	-	1	1	-	4	3
Kingston, . . .	1,655	1,303,308 00	8	309	316	260	267	1	7	4	4	42	24
Lakeville, . . .	1,160	572,242 00	11	190	191	146	147	-	11	1	9	30.07	32.02
Marion, . . .	918	469,164 00	6	210	222	170	178	1	5	1	5	16.10	22.10
Marshfield, . .	1,870	729,709 00	10	360	404	289	345	-	10	1	10	37.19	37.10
Mattapoisett, . .	1,483	815,890 00	9	213	222	162	183	-	6	4	3	24.03	25.02
Middleborough, . .	4,553	2,260,826 00	25	823	921	636	704	1	24	13	12	87.12	89.08
N. Bridgewater, . .	6,584	2,173,965 00	23	1,208	1,159	1,008	956	4	20	6	18	65.05	73.03
Pembroke, . . .	1,924	606,200 00	8	256	253	196	206	-	8	2	6	29.10	28
Plymouth, . . .	6,372	3,138,613 00	32	1,215	1,258	935	985	4	29	4	29	131	150.04
Plympton, . . .	394	366,835 00	6	201	193	160	152	-	6	1	5	22.10	17.17
Rochester, . . .	1,232	592,766 00	11	203	258	158	215	-	10	1	10	33.01	32.12
Scituate, . . .	2,227	944,524 00	11	410	425	320	344	1	11	2	10	65	31.15

Persons over 15 years of age who attend School.
 Persons between 5 and 15 years of age May 1, 1863.

South Scituate,	1,764	\$922,853 00	9	305	298	244	244	244	8	23	330	-	9	3	6	48	30.10	78.10
Wareham, . .	3,186	1,101,947 00	13	625	506	441	461	441	38	76	649	1	12	7	6	40.04	37	77.04
W. Bridgewater,	1,846	764,408 00	11	329	332	310	282	310	20	69	390	-	10	3	7	42.10	31.05	73.15
Totals, . .	64,758	\$29,160,937 00	308	12,303	11,912	9,713	9,365	9,713	573	1,433	12,911	26	287	82	231	3.18	3.10	7.08

South Scituate, Wareham, . . W. Bridgewater, Totals, . .	\$28 33	\$18 27	\$1,500 00	\$9 00	-	-	-	-	-	-	-	-	-	-	-	-	-	\$75 90	Schools. “ “
	36 07	18 43	1,800 00	150 00	-	-	-	-	-	-	-	-	-	-	-	-	-	149 27	
	39 00	19 42	1,400 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	89 70	
	\$36 29	\$17 80	\$52,313 89	\$950 00	\$61,260 70	\$3,320 72	-	7	321	\$3,233 36	46	810	\$5,200 12	\$2,969 53					

† Not especially appropriated.

* Schools and apparatus.

BARNSTABLE COUNTY.

TOWNS.	Population — United States Census, 1860.	Valuation — 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Winter.		In Summer.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.				
Barnstable, . .	5,129	\$2,041,534 00	26	969	1,026	744	782	8	246	1,029	3	18	10	19	88.15	79.12	168.07	
Brewster, . .	1,489	636,333 00	8	258	262	191	214	14	46	312	—	8	1	7	37	38	75	
Chatham, . .	2,710	886,157 00	13	634	643	438	514	35	123	656	1	12	2	12	70	61	131	
Dennis, . .	3,662	1,108,054 00	18	808	938	712	741	54	190	864	—	18	10	8	105.05	54.10	159.15	
Eastham, . .	779	226,795 00	4	125	155	94	115	5	43	130	—	4	2	2	15.05	14.05	29.10	
Falmouth, . .	2,456	1,323,308 00	18	429	478	347	399	15	102	490	—	18	8	10	69.10	59.15	129.05	
Harwich, . .	3,423	841,833 00	19	739	841	506	644	85	128	810	—	19	8	11	79	57	136	
Orleans, . .	1,678	487,914 00	9	348	415	247	286	—	163	357	—	8	4	5	40	36	76	
Provincetown, .	3,206	1,263,695 00	11	613	701	479	587	1	132	683	4	9	4	10	32.10	35	67.10	
Sandwich, . .	4,479	1,644,433 00	27	677	1,054	488	750	15	128	981	—	18	7	18	68	95.05	163.05	
Truro, . .	1,583	381,429 00	11	303	407	247	333	9	101	389	—	7	6	5	26.05	33	59.05	
Wellfleet, . .	2,322	617,596 00	16	448	611	364	454	18	181	494	—	13	9	7	58.10	48	106.10	
Yarmouth, . .	2,752	1,162,120 00	9	477	504	381	385	3	60	530	3	8	3	9	39	38.06	77.06	
Totals, . .	35,990	\$12,621,201 00	189	6,828	8,035	5,238	6,204	202	1,643	7,725	11	160	74	123	3.17	3.09	7.06	
Marshepee, District,		2	54	47	39	38	4	7	68	—	2	2	—	4.10	4.09	8.19	

SCHOOL RETURNS.

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BARNSTABLE COUNTY—CONTINUED.

[illegible]

DUKES COUNTY.

TOWNS.	Population - United States Census, 1860.	Valuation - 1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.	WINTER.		Females.	Summer.	Winter.	Total.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.	Mos. Days.
Chilmark, . .	654	\$598,863 00	3	107	122	68	119	5	42	137	1	3	3	1	9	9	18
Edgartown, . .	2,118	1,369,721 00	9	363	381	292	295	1	80	353	2	9	2	11	21	33	54
Tisbury, . .	1,631	939,610 00	9	380	400	359	378	15	41	361	3	8	4	7	25.10	28.10	54
Gosnold,* . .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals, . .	4,403	\$2,908,194 00	21	850	903	719	792	21	163	851	6	20	9	19	2.13	3.07	6

NANTUCKET COUNTY.

Nantucket, . .	6,094	\$3,875,598 00	11	980	918	761	726	-	147	860	3	21	3	20	54.10	66	120.10
															4.19	6	10.19

* Incorporated at the last session of the legislature. Included in Chilmark.

DUKES COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, for the school-year 1863-4.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1864, according to No. children between 5 and 15 May 1, 1863.	Town's share of School Fund received in 1863—how appropriated.
Chilmark, . .	\$25 33	\$15 50	\$500 00	—	—	—	—	—	—	—	—	21	\$22 00	\$31 51	Schools.
Edgartown, . .	46 00	17 09	1,800 00	—	—	—	—	—	—	—	—	174	490 00	73 08	"
Tisbury, . .	42 00	16 50	1,800 00	\$10 00	\$5,000 00	\$250 00	—	—	1	\$360 00	—	200	350 00	83 03	"
Gosnold,* . .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Totals, . .	\$37 78	\$16 36	\$4,100 00	\$10 00	\$5,000 00	\$250 00	—	—	1	\$360 00	12	395	\$862 00	\$187 62	Schools.

NANTUCKET COUNTY—CONTINUED.

Nantucket, . .	\$63 63	\$15 66	\$8,000 00	—	\$25,000 00	\$1,500 00	—	—	1	43	\$246 00	2	30	\$350 00	\$197 80	Schools.
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* Incorporated at the last session of the legislature. Included in Chilmark.

RECAPITULATION.

COUNTIES.	Population—United States Census, 1860.	Valuation—1860.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1863.	No. of Teachers, including Summer and Winter Terms.		Average length of Schools.	Average wages of Male Teachers per month, including the value of board.
				In Sum ^r .	In Winter.	In Sum ^r .	In Winter.				Males.	Females.		
Suffolk, . . .	192,678	\$320,000,000 00	330	30,434	30,262	27,290	27,459	6	1,654	35,310	118	1,128	10.12	\$95 69
Essex, . . .	165,611	84,637,837 00	515	28,332	27,673	22,884	22,671	479	2,371	32,938	200	1,005	9.02	49 29
Middlesex, . .	216,352	135,458,009 00	677	43,727	43,349	32,679	32,708	667	3,889	41,953	228	1,519	8.15	61 55
Worcester, . .	159,650	75,412,160 00	752	30,227	31,564	24,641	25,008	1,321	4,019	31,512	223	1,342	6.16	40 80
Hampshire, . .	37,822	17,737,649 00	254	6,665	7,360	5,038	5,938	286	928	7,345	66	451	6.12	31 53
Hampden, . .	57,366	26,252,663 00	288	10,739	10,446	7,730	8,396	375	1,118	11,283	70	548	7.13	37 75
Franklin, . .	31,434	12,448,961 00	267	5,798	6,715	4,711	5,414	282	1,071	6,633	58	466	5.14	29 02
Berkshire, . .	55,120	24,186,962 00	302	9,695	9,903	6,599	6,979	534	1,043	11,357	91	507	7.04	28 50
Norfolk, . . .	109,950	86,800,899 00	432	21,399	21,044	17,359	17,079	493	1,928	22,777	151	787	9.05	59 83
Bristol, . . .	493,794	466,294,256 00	327	15,926	16,269	12,141	12,544	427	1,759	18,121	123	704	8.02	40 52
Plymouth, . .	64,758	29,160,937 00	308	12,303	11,912	9,565	9,713	573	1,433	12,911	108	518	7.08	36 29
Barnstable,* .	35,990	12,621,201 00	191	6,882	8,082	5,277	6,242	266	1,650	7,793	87	285	7.06	42 80
Dukes, . . .	4,403	2,908,194 00	21	850	903	719	792	21	163	851	15	39	6.00	37 78
Nantucket, . .	6,094	3,875,598 00	11	980	918	761	726	—	147	860	6	41	10.19	63 63
Totals, . . .	1,231,022	\$897,795,326 00	4,675	223,937	226,400	177,394	181,669	5,730	23,173	241,644	1,544	9,340	7.19	\$46 78

* Including Marshpee District.

† Including Population and Valuation of Pawtucket; also of Fall River and Seekonk, as in 1860. See Notes on page xxx.

SCHOOL RETURNS.

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RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Female Teachers, per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, 1863-4.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1864, according to No. children between 5 and 15 May 1, 1863.
Suffolk, . . .	\$29 65	\$407,015 77	-	\$6,250 00	\$374 00	-	1	57	\$9,753 75	1,903	\$158,797 00	\$8,121 30	
Essex, . . .	19 69	175,583 36	\$182 50	207,716 15	12,248 00	\$945 87	8	556	\$9,753 75	102	30,137 58	7,567 40	
Middlesex, . .	22 16	298,860 38	496 75	137,590 04	8,040 92	-	10	643	14,773 35	64	32,912 50	9,649 19	
Worcester, . .	19 58	144,258 04	492 85	58,258 72	3,566 61	674 86	3	223	4,338 00	74	13,855 23	7,240 29	
Hampshire, . .	17 02	33,151 18	4,250 49	41,055 54	2,698 91	261 04	5	207	4,150 00	15	3,825 00	1,644 74	
Hampden, . .	17 64	55,619 00	3,806 27	93,839 50	5,602 80	487 37	4	369	7,800 24	33	7,671 00	2,589 62	
Franklin, . .	16 40	25,046 00	4,009 60	30,618 96	2,037 12	341 82	4	117	1,472 39	29	5,197 40	1,525 59	
Berkshire, . .	17 29	34,882 00	9,089 29	17,396 39	997 11	660 38	7	200	16,090 00	55	19,594 00	2,571 82	
Norfolk, . . .	23 36	166,616 70	490 80	169,918 87	10,961 42	854 49	2	52	1,600 00	59	23,176 00	5,238 71	
Bristol, . . .	19 93	98,342 99	1,196 50	43,510 00	2,332 60	607 39	4	253	11,796 17	48	13,795 00	4,167 83	
Plymouth, . .	17 80	52,313 89	950 00	61,260 70	3,320 72	-	7	321	3,233 36	46	5,200 12	2,969 53	
Barnstable,* .	18 67	32,525 00	2,284 00	26,300 00	1,578 00	426 93	3	85	980 00	15	2,105 00	1,776 75	
Dukes, . . .	16 36	4,100 00	10 00	5,000 00	250 00	-	1	40	360 00	12	862 00	187 62	
Nantucket, . .	15 66	8,000 00	-	25,000 00	1,500 00	-	1	43	246 00	2	350 00	197 80	
Totals, . . .	\$19 37	\$1,536,314 31	\$27,259 05	\$923,714 87	\$55,508 21	\$5,260 15	59	3,169	\$76,593 26	611	\$317,477 83	\$456,041 19	

* Including Marshpee District.

† Including \$533 given by Resolves to Indian Tribes.

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1863-4, also, its rank in a similar scale for 1862-3. It presents the sum appropriated to each child between 5 and 15. Brookline again stands first on the list.

GRADUATED TABLES—FIRST SERIES.

*Table, showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.**

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE, . .	\$18 53.1	\$14,472 70	-	-	781	-
3	2	Nahant, . . .	14 62	1,271 98	-	-	87	-
2	3	Belmont, . . .	13 61.5	2,900 00	-	-	213	-
6	4	Dorchester, . .	11 92.9	23,500 00	-	-	1,970	-
5	5	Boston, . . .	11 81.5	379,815 52	-	-	32,147	-
4	6	W. Roxbury, . .	10 59.5	11,941 00	-	-	1,127	-
8	7	Brighton, . . .	10 41.8	7,595 00	-	-	729	-
10	8	N. Chelsea, . .	9 58.9	1,400 00	-	-	146	-
9	9	Newton, . . .	9 46.2	16,000 00	-	-	1,691	-
7	10	Milton, . . .	9 32.2	5,500 00	-	-	590	\$20 80
18	11	Nantucket, . .	9 30.2	8,000 00	-	-	860	-
17	12	Somerville, . .	9 26.9	17,500 00	-	-	1,888	-
12	13	Charlestown, . .	8 75.5	44,019 53	-	-	5,028	-
25	14	Lowell, . . .	8 73.2	46,000 00	-	-	5,268	-
14	15	Chelsea, . . .	8 68.4	25,000 00	-	-	2,879	-
13	16	Dedham, . . .	8 59.4	10,425 00	-	-	1,213	-
16	17	Lexington, . .	8 49.1	3,600 00	-	-	424	-
21	18	New Bedford, . .	8 35.7	30,520 62	-	-	3,652	-
19	19	Roxbury, . . .	8 31.2	47,850 00	-	-	5,757	-
15	20	Cambridge, . .	8 12.9	45,649 91	-	-	5,616	-
20	21	Concord, . . .	8 06.8	3,300 00	-	-	409	-
22	22	Winchester, . .	7 95.5	3,500 00	-	-	440	-
24	23	Worcester, . .	7 90	38,000 00	-	-	4,810	-
28	24	Medford, . . .	7 82.6	8,530 38	-	-	1,090	-
11	25	W. Cambridge, .	7 54.1	3,898 82	-	-	517	-
44	26	Chicopee, . . .	7 52.4	8,690 00	\$256 05	\$8,946 05	1,189	-
43	27	Framingham, . .	7 50.3	5,500 00	-	-	733	-
85	28	Fairhaven, . . .	7 36.6	4,000 00	-	-	543	-
29	29	Walpole, . . .	7 27.3	2,400 00	-	-	330	-
30	30	Plymouth, . . .	7 19.4	9,000 00	-	-	1,251	-
27	31	Weston, . . .	7 11.3	1,700 00	-	-	239	200 60
47	32	Malden, . . .	7 09	9,500 00	-	-	1,340	-
45	33	Waltham, . . .	7 04	8,462 32	-	-	1,202	-

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables showing the percentage of taxable property appropriated for Schools.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
32	34	Greenwich, . .	\$7 01.8	\$800 00	-	-	114	-
33	35	South Danvers,	6 92.2	8,732 00	\$335 17	\$9,067 17	1,310	-
46	36	Lincoln, . . .	6 83.8	800 00	-	-	117	-
31	37	Watertown, . .	6 70.4	5,350 00	-	-	798	-
36	38	Lawrence, . . .	6 66.6	22,556 34	-	-	3,384	-
49	39	Southborough, .	6 62.4	2,086 50	-	-	315	\$30 00
42	40	Longmeadow, . .	6 62.3	1,775 00	-	-	268	-
60	41	Tyngsborough, .	6 60.4	700 00	-	-	106	-
54	42	Clinton,	6 52.4	4,396 95	-	-	674	-
35	43	Quincy,	6 46.3	9,500 00	-	-	1,470	-
56	44	South Reading,	6 46.2	4,000 00	-	-	619	-
23	45	Bedford,	6 45.2	1,000 00	-	-	155	-
58	46	Greenfield, . . .	6 44.7	4,100 00	-	-	636	214 00
261	47	Seekonk,	6 42.2	545 14	264 00	809 14	126	-
41	48	Littleton,	6 34.1	1,300 00	-	-	205	-
38	49	Granby,	6 32.9	1,000 00	-	-	158	20 00
34	50	Swampscott, . .	6 27	2,000 00	-	-	319	-
50	51	Salem,	6 26.9	24,292 68	-	-	3,875	-
26	52	Melrose,	6 26.1	3,543 75	-	-	566	-
65	53	Burlington, . . .	6 19.5	700 00	-	-	113	-
52	54	Amherst,	6 11.3	3,900 00	-	-	638	-
59	55	Springfield, . .	6 02.1	20,000 00	117 00	20,117 00	3,341	-
89	56	Holyoke,	5 99.1	5,500 00	-	-	918	-
66	57	Carlisle,	5 82.5	600 00	-	-	103	-
69	58	Haverhill, . . .	5 82.2	10,000 00	521 18	10,521 18	1,807	-
40	59	Sherborn,	5 82	1,100 00	-	-	189	10 00
39	60	Winthrop,	5 79.9	800 25	-	-	138	-
80	61	Lynn,	5 76.7	26,001 48	-	-	4,509	-
64	62	South Hadley, . .	5 73.4	2,500 00	-	-	436	-
78	63	Ware,	5 68	3,300 00	-	-	581	18 65
51	64	Shirley,	5 65.2	1,300 00	-	-	230	-
87	65	Lakeville,	5 61.8	1,000 00	-	-	178	-
57	66	Beverly,	5 58.4	6,500 00	-	-	1,164	-
197	67	Dighton,	5 55.6	1,400 00	-	-	252	-
94	68	Hingham,	5 52.6	4,315 54	-	-	781	-
55	69	Harvard,	5 47.4	1,500 00	-	-	274	-
95	70	Northborough, . .	5 38.1	1,200 00	-	-	223	-
109	71	Needham,	5 34.6	2,700 00	-	-	505	-
48	72	Sudbury,	5 33.1	1,450 00	-	-	272	-
83	73	Upton,	5 30.7	1,900 00	-	-	358	-
170	74	Grafton,	5 28.4	4,000 00	-	-	757	-
62	75	Hull,	5 28.4	248 35	-	-	47	-
88	76	Gloucester, . . .	5 28.3	11,750 00	-	-	2,224	-
134	77	Taunton,	5 28.2	17,400 00	-	-	3,294	-
76	78	Weymouth, . . .	5 23.8	8,500 72	252 00	8,752 72	1,671	-
79	79	Fall River, . . .	5 23.4	21,000 00	-	-	4,012	-
120	80	Hatfield,	5 23	1,250 00	-	-	239	46 27
96	81	Danvers,	5 22.9	5,700 00	-	-	1,090	-
63	82	Methuen,	5 20.8	2,500 00	-	-	480	-

SCHOOL RETURNS.

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For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
106	83	North Andover,	\$5 20.4	\$2,300 00	-	-	442	-
67	84	Kingston, . .	5 19.5	1,600 00	-	-	308	-
84	85	Eastham, . .	5 19.2	675 00	-	-	130	-
70	86	Uxbridge, . .	5 18.4	2,600 00	\$220 00	\$2,820 00	544	-
146	87	Provincetown, .	5 12.4	3,500 00	-	-	683	-
101	88	Cohasset, . .	5 12.2	2,100 00	-	-	410	-
154	89	Edgartown, . .	5 09.9	1,800 00	-	-	353	-
74	90	Yarmouth, . .	5 09.4	2,700 00	-	-	530	-
92	91	Leominster, . .	5 08	3,240 95	-	-	638	\$20 00
81	92	Essex, . . .	5 06.8	1,500 00	-	-	296	-
143	93	Orleans, . . .	5 04.2	1,800 00	-	-	357	-
113	94	Hadley, . . .	5 02.8	1,800 00	-	-	358	-
136	95	Prescott, . . .	4 99	500 00	23 98	523 98	105	120 00
114	96	Tisbury, . . .	4 98.6	1,800 00	-	-	361	10 00
104	97	Sterling, . . .	4 95.6	1,700 00	-	-	343	50 00
100	98	Dracut, . . .	4 93.9	1,610 00	-	-	326	10 00
91	99	New Braintree,	4 93.8	800 00	-	-	162	-
72	100	Sharon, . . .	4 93.8	1,228 00	120 00	1,348 00	273	60 00
103	101	Swansey, . . .	4 93	1,217 73	-	-	247	-
241	102	Ashby, . . .	4 92.6	1,000 00	-	-	203	-
145	103	Foxborough, . .	4 91.2	2,500 00	-	-	509	-
133	104	Dartmouth, . .	4 88.8	3,500 00	-	-	716	25 00
73	105	Newburyport, .	4 88.6	13,772 66	-	-	2,819	-
37	106	Ashland, . . .	4 88	1,400 67	-	-	287	5 00
201	107	Brookfield, . .	4 87.8	2,000 00	-	-	410	-
75	108	Barnstable, . .	4 85.9	5,000 00	-	-	1,029	-
53	109	Boxborough, . .	4 85.4	500 00	-	-	103	44 00
173	110	Barre, . . .	4 85.3	2,800 00	-	-	577	-
135	111	Woburn, . . .	4 83.8	7,000 00	-	-	1,447	-
125	112	Brewster, . . .	4 80.8	1,500 00	-	-	312	-
112	113	Georgetown, . .	4 79.8	1,900 00	-	-	396	-
124	114	Northampton, .	4 79.8	7,000 00	-	-	1,459	169 38
152	115	Goshen, . . .	4 79.5	350 00	-	-	73	169 50
107	116	Wellfleet, . . .	4 76.9	2,250 00	106 00	2,356 00	494	-
200	117	Princeton, . . .	4 76.2	1,100 00	-	-	231	5 50
93	118	Stoneham, . . .	4 76.2	2,700 00	-	-	567	-
122	119	Wilmington, . .	4 74.7	750 00	-	-	158	-
61	120	Dunstable, . . .	4 73.7	450 00	-	-	95	10 00
86	121	Falmouth, . . .	4 73.7	2,000 00	320 93	2,320 93	490	286 00
116	122	Groton, . . .	4 72.3	3,150 00	-	-	667	-
68	123	Rochester, . . .	4 72.1	1,100 00	-	-	233	85 00
119	124	Boxford, . . .	4 70.2	900 00	54 52	954 52	203	-
118	125	Templeton, . . .	4 69.1	2,200 00	-	-	469	-
77	126	Marblehead, . .	4 67	6,500 00	-	-	1,392	-
123	127	Westfield, . . .	4 66.7	4,700 00	-	-	1,007	60 00
204	128	Brimfield, . . .	4 65.1	1,200 00	-	-	258	-
174	129	Monterey, . . .	4 63.2	600 00	104 13	704 13	152	150 00
102	130	Erving, . . .	4 62.7	500 00	46 00	546 00	118	-
115	131	Reading, . . .	4 60.4	2,500 00	-	-	543	82 00

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated to each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
320	132	Townsend, . . .	\$4 58.5	\$1,600 00	-	-	349	-
219	133	Canton, . . .	4 57.8	3,200 00	-	-	699	-
126	134	Bradford, . . .	4 57.3	1,500 00	-	-	328	-
144	135	Chatham, . . .	4 57.3	3,000 00	-	-	656	\$100 00
131	136	Leicester, . . .	4 56.2	2,500 00	-	-	548	-
127	137	Plainfield, . . .	4 54.5	400 00	-	-	88	108 50
82	138	South Scituate, . . .	4 54.5	1,500 00	-	-	330	9 00
149	139	Spencer, . . .	4 52.3	2,700 00	-	-	597	-
215	140	Oakham, . . .	4 51.6	700 00	-	-	155	13 00
110	141	Deerfield, . . .	4 51	3,112 00	-	-	690	256 00
90	142	Saugus, . . .	4 49.4	2,000 00	-	-	445	-
178	143	Wayland, . . .	4 49.4	1,200 00	-	-	267	62 00
255	144	Holliston, . . .	4 47.1	3,000 00	-	-	671	-
128	145	Rutland, . . .	4 46.4	1,000 00	-	-	224	-
129	146	Tewksbury, . . .	4 44.4	1,000 00	-	-	225	41 75
141	147	Lynnfield, . . .	4 40.3	700 00	-	-	159	-
117	148	Westford, . . .	4 40.3	1,400 00	-	-	318	-
137	149	Marion, . . .	4 39.6	800 00	-	-	182	-
111	150	Hawley, . . .	4 38	600 00	-	-	137	113 00
175	151	Billerica, . . .	4 37.3	1,500 00	-	-	343	20 00
140	152	Dover, . . .	4 34.8	700 00	-	-	161	-
97	153	Medfield, . . .	4 34.8	700 00	-	-	161	350 00
130	154	Wrentham, . . .	4 34.5	2,500 00	\$341 86	\$2,841 86	654	-
142	155	New Salem, . . .	4 32.9	1,000 00	-	-	231	40 00
158	156	Braintree, . . .	4 31.1	3,350 00	-	-	777	-
169	157	Hubbardston, . . .	4 30.8	1,400 00	-	-	325	-
147	158	Scituate, . . .	4 30.6	1,800 00	-	-	418	-
157	159	Tyringham, . . .	4 25.5	600 00	-	-	141	255 00
132	160	Franklin, . . .	4 23.7	1,750 00	-	-	413	-
150	161	Lancaster, . . .	4 23.3	1,600 00	-	-	378	-
260	162	N. Brookfield, . . .	4 21.9	2,350 00	-	-	557	-
244	163	Shrewsbury, . . .	4 21.1	1,200 00	-	-	285	-
151	164	Sunderland, . . .	4 20.8	850 00	-	-	202	25 00
269	165	Holden, . . .	4 17.8	1,583 64	-	-	379	-
160	166	Duxbury, . . .	4 16.7	2,000 00	-	-	480	100 00
148	167	Middleborough, . . .	4 16.7	4,000 00	-	-	960	56 00
221	168	Worthington, . . .	4 15	600 00	146 98	746 98	180	914 95
165	169	Millbury, . . .	4 13.3	3,100 00	-	-	750	-
185	170	Ashfield, . . .	4 12.4	1,000 00	55 82	1,055 82	256	-
191	171	Cummington, . . .	4 12.4	800 00	-	-	194	430 00
177	172	Warwick, . . .	4 12.4	800 00	-	-	194	-
161	173	Acton, . . .	4 12.1	1,500 00	-	-	364	-
245	174	Dana, . . .	4 11	700 00	39 77	739 77	180	-
228	175	Montgomery, . . .	4 11	300 00	-	-	73	178 00
172	176	Petersham, . . .	4 11	1,200 00	-	-	292	-
180	177	Sandwich, . . .	4 07.7	4,000 00	-	-	981	80 00
153	178	Amesbury, . . .	4 04.3	3,000 00	-	-	742	30 00
105	179	Paxton, . . .	4 02.7	600 00	-	-	149	-
181	180	Andover, . . .	4 02.5	3,800 00	-	-	944	-

SCHOOL RETURNS.

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For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Accounts appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
238 181		Salisbury, . .	\$4 01.6	\$3,000 00	-	-	747	-
193 182		Easton, . . .	4 01.3	2,500 00	-	-	623	\$650 00
207 183		Huntington, .	4 00	900 00	-	-	225	338 50
303 184		Westminster, .	3 98.9	1,500 00	-	-	376	-
232 185		Southbridge, .	3 98.6	3,300 00	-	-	828	-
250 186		Boylston, . .	3 97.4	600 00	-	-	151	12 00
159 187		Wilbraham, .	3 96.8	1,600 00	\$102 32	\$1,702 32	429	70 88
108 188		Acushnet, . .	3 96	1,200 00	-	-	303	-
179 189		Charlton, . .	3 94.7	1,500 00	-	-	380	-
186 190		Norton, . . .	3 94.7	1,500 00	-	-	380	-
190 191		Randolph, . .	3 94.6	5,000 00	-	-	1,267	-
139 192		Chelmsford, .	3 94.5	2,000 00	-	-	507	-
155 193		Berkley, . . .	3 94.1	800 00	-	-	203	-
176 194		Ipswich, . . .	3 93.4	2,400 00	-	-	610	12 50
276 195		Dalton, . . .	3 92.6	950 00	-	-	242	250 00
203 196		Hamilton, . .	3 92.2	600 00	-	-	153	31 00
183 197		Bolton, . . .	3 89.6	1,200 00	-	-	308	-
156 198		Marlborough, .	3 88.7	5,500 00	-	-	1,415	12 00
202 199		Northbridge, .	3 86.6	2,200 00	-	-	569	-
164 200		Hopkinton, . .	3 86.4	3,400 00	-	-	880	-
194 201		Truro, . . .	3 85.6	1,500 00	-	-	389	-
239 202		Athol, . . .	3 85.4	2,000 00	-	-	519	-
214 203		Conway, . . .	3 84.6	1,300 00	-	-	338	468 50
234 204		Halifax, . . .	3 84.6	500 00	-	-	130	-
286 205		Hanson, . . .	3 84.6	1,000 00	-	-	260	-
249 206		Medway, . . .	3 84	2,400 00	-	-	625	24 00
257 207		Sturbridge, . .	3 82.7	1,500 00	-	-	392	29 00
99 208		Auburn, . . .	3 82.5	700 00	-	-	183	18 75
121 209		Raynham, . . .	3 82.4	1,300 00	-	-	340	-
206 210		Phillipston, . .	3 82.2	600 00	-	-	157	-
220 211		Mattapoisett, .	3 81.7	1,000 00	-	-	262	-
316 212		Gt. Barrington,	3 80.5	2,500 00	-	-	657	-
218 213		Montague, . .	3 80.4	1,200 00	162 00	1,362 00	358	200 00
184 214		Newbury, . . .	3 80.4	1,050 00	-	-	276	12 00
321 215		Rockport, . .	3 80.1	2,500 00	35 00	2,535 00	667	47 00
198 216		Westborough, .	3 79.1	2,100 00	-	-	554	100 00
240 217		E. Bridgewater,	3 77.1	2,500 00	-	-	663	-
192 218		Hanover, . . .	3 76.2	1,200 00	-	-	319	-
289 219		Milford, . . .	3 75.6	8,500 00	-	-	2,263	12 00
182 220		Chesterfield, .	3 72.3	700 00	-	-	188	257 00
168 221		Stow,	3 71.5	1,200 00	-	-	323	-
189 222		Attleborough, .	3 71	4,500 00	-	-	1,213	-
167 223		Westhampton, .	3 70.4	500 00	-	-	135	112 00
211 224		Pembroke, . .	3 67.6	1,000 00	-	-	272	18 00
188 225		N. Marlboro', .	3 67.5	900 00	327 54	1,227 54	334	344 00
213 226		Orange, . . .	3 67	1,200 00	-	-	327	-
209 227		Lunenburg, . .	3 65.3	800 00	-	-	219	-
71 228		Chilmark,* . .	3 65	500 00	-	-	137	-
236 229		Peru,	3 64.7	310 00	-	-	85	188 50

* Including Gosnold, newly incorporated.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
275	230	Shutesbury, . .	\$3 63.6	\$600 00	-	-	165	\$15 00
225	231	Palmer,	3 63.4	2,700 00	-	-	743	80 00
187	232	Middlefield, . .	3 63.3	502 18	\$90 08	\$592 26	163	356 00
171	233	Oxford,	3 63.3	2,100 00	-	-	578	-
162	234	Bellingham, . .	3 61.3	900 00	140 63	1,040 63	288	36 00
229	235	Wendell,	3 59.7	500 00	-	-	139	-
224	236	Heath,	3 59.7	500 00	-	-	139	297 00
258	237	West Newbury, .	3 59.6	1,600 00	-	-	445	-
210	238	Otis,	3 59.3	600 00	-	-	167	356 00
217	239	Belchertown, . .	3 59.1	2,000 00	-	-	557	350 00
226	240	W. Bridgewater, .	3 59	1,400 00	-	-	390	-
205	241	Middleton, . . .	3 58.7	800 00	-	-	223	-
325	242	Lee,	3 57.7	3,187 00	-	-	891	-
196	243	Whately,	3 57.1	800 00	-	-	224	90 00
242	244	Ludlow,	3 55.9	1,000 00	-	-	281	300 00
256	245	Gill,	3 52.1	500 00	-	-	142	302 00
208	246	Wales,	3 51.9	475 00	-	-	135	175 43
227	247	Mansfield, . . .	3 50	1,459 50	-	-	417	-
247	248	Carver,	3 48.3	700 00	-	-	201	100 00
222	249	Topsfield, . . .	3 47.8	800 00	-	-	230	-
235	250	W. Brookfield, .	3 47	1,100 00	-	-	317	-
166	251	Webster,	3 44.2	2,000 00	-	-	581	-
237	252	Winchendon, . .	3 42.9	1,800 00	-	-	525	-
138	253	Freetown,	3 39.9	1,200 00	-	-	353	50 00
254	254	Egremont,	3 38.5	650 00	-	-	192	100 00
246	255	Monson,	3 38.3	1,800 00	-	-	532	342 00
233	256	Rehoboth,	3 37.5	1,000 00	343 39	1,343 39	398	186 50
266	257	Natick,	3 35.4	3,300 00	-	-	984	-
199	258	Berlin,	3 34.9	700 00	-	-	209	-
283	259	Pittsfield,	3 34.8	6,300 00	-	-	1,882	200 00
216	260	Wenham,	3 34.8	750 00	-	-	224	-
98	261	Fitchburg,	3 34.7	5,000 00	-	-	1,494	-
212	262	Bridgewater, . .	3 32.4	2,500 00	-	-	752	328 00
262	263	Westport,	3 32.3	2,100 00	-	-	632	221 00
278	264	Agawam,	3 30.6	1,200 00	-	-	363	400 00
264	265	Ashburnham, . .	3 27.5	1,500 00	-	-	458	-
270	266	Douglas,	3 24.7	1,500 00	-	-	462	-
231	267	Northfield, . . .	3 24.6	1,200 00	66 00	1,266 00	390	-
280	268	Russell,	3 20	400 00	-	-	125	373 21
272	269	Manchester, . . .	3 18.3	1,200 00	-	-	377	-
253	270	Warren,	3 17.5	1,200 00	-	-	378	32 00
277	271	Chester,	3 15	800 00	-	-	254	7 25
274	272	Groveland,	3 14.7	906 22	-	-	288	-
248	273	Sandisfield, . . .	3 14.5	1,000 00	-	-	318	750 00
282	274	Abington,	3 13.8	6,050 00	-	-	1,928	-
304	275	Windsor,	3 12.5	500 00	-	-	160	407 00
279	276	Tolland,	3 11.6	390 00	12 00	402 00	129	341 50
251	277	Stoughton, . . .	3 10.8	3,500 00	-	-	1,126	-
295	278	Leyden,	3 10.3	450 00	-	-	145	300 00

SCHOOL RETURNS.

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For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
306	279	Royalston, . .	\$3 09.6	\$1,600 00	-	-	323	-
252	280	Easthampton, .	3 08.7	1,315 00	-	-	426	-
331	281	Harwich, . .	3 08.6	2,500 00	-	-	810	\$200 00
259	282	Mendon, . .	3 05	800 00	\$127 09	\$927 09	304	-
263	283	Marshfield, . .	3 03.8	1,200 00	-	-	395	-
284	284	Adams, . .	3 03.6	4,530 00	-	-	1,492	324 00
267	285	Dudley, . .	3 03	1,200 00	-	-	396	-
268	286	Blackstone, . .	3 02.2	3,000 00	288 00	3,288 00	1,088	-
309	287	Stockbridge, . .	2 99.3	1,200 00	-	-	401	-
287	288	Southampton, .	2 97.2	734 00	-	-	247	-
318	289	Lenox, . .	2 97	900 00	-	-	303	156 00
243	290	Lanesborough, .	2 94.8	800 00	37 16	837 16	284	375 00
312	291	Sheffield, . .	2 94.3	1,600 00	127 80	1,727 80	587	1,000 00
285	292	Blandford, . .	2 94.1	700 00	-	-	238	592 00
291	293	Rowe, . .	2 94.1	450 00	-	-	153	180 00
296	294	Hinsdale, . .	2 93.2	900 00	-	-	307	185 00
294	295	North Reading,	2 91.7	700 00	-	-	240	-
311	296	Gardner, . .	2 91.3	1,500 00	-	-	515	-
317	297	Charlemont, . .	2 88.5	600 00	-	-	208	13 00
281	298	Somerset, . .	2 87.8	1,200 00	-	-	417	64 00
313	299	Cheshire, . .	2 86.7	800 00	-	-	279	228 00
293	300	Leverett, . .	2 85.7	600 00	-	-	210	170 90
223	301	Pelham, . .	2 85.7	500 00	-	-	175	10 00
329	302	New Ashford, .	2 84.1	125 00	-	-	44	30 00
307	303	Buckland, . .	2 83.3	1,000 00	-	-	353	31 20
326	304	Rowley, . .	2 82.7	800 00	-	-	283	50 00
297	305	Coleraine, . .	2 81.7	1,000 00	-	-	355	760 00
273	306	Shelburne, . .	2 78.7	800 00	-	-	287	371 00
299	307	Wareham, . .	2 77.3	1,800 00	-	-	649	150 00
265	308	Alford, . .	2 75.2	300 00	-	-	109	93 00
324	309	Florida, . .	2 72.7	300 00	-	-	110	141 00
302	310	Plympton, . .	2 72.7	600 00	-	-	220	104 00
271	311	Sutton, . .	2 72.2	1,500 00	-	-	551	45 00
300	312	Pepperell, . .	2 69.5	1,000 00	-	-	371	-
305	313	Washington, .	2 69.5	600 00	3 75	603 75	224	422 08
308	314	N. Bridgewater,	2 68.8	3,500 00	-	-	1,302	-
290	315	W. Springfield,	2 67.3	1,200 00	-	-	449	75 00
298	316	Granville, . .	2 66.7	600 00	-	-	225	427 00
323	317	W. Stockbridge;	2 62.3	800 00	-	-	305	330 00
310	318	Williamsburg, .	2 50.6	600 00	146 98	746 98	399	829 74
292	319	Holland, . .	2 50	250 00	-	-	100	82 00
230	320	Mt. Washing'tn,	2 50	150 00	60 00	210 00	84	152 00
314	321	Savoy, . .	2 50	480 00	-	-	192	523 30
301	322	Williamstown, .	2 49.2	1,500 00	-	-	602	475 00
327	323	Becket, . .	2 38.8	800 00	-	-	335	672 00
315	324	Dennis, . .	2 31.5	2,000 00	-	-	864	1,618 00
319	325	Hancock, . .	2 29.9	400 00	-	-	174	500 00
322	326	Monroe, . .	2 28.6	84 00	12 00	96 00	42	75 00
330	327	Richmond, . .	2 11.6	400 00	-	-	189	282 41

BOARD OF EDUCATION.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
288	328	W. Boylston, .	\$2 08.7	\$1,200 00	-	-	575	-
163	329	Hardwick, . .	1 96.1	500 00	-	-	255	\$125 60
328	330	Clarksburg, . .	1 73.9	200 00	-	-	115	200 00
332	331	Bernardston, .	1 54.6	300 00	-	-	194	88 00
333	332	Southwick, . .	1 50	339 00	-	-	226	302 00
195	333	Enfield,* . .	-	-	-	-	-	-
		Gosnold,† . .	-	-	-	-	-	-
		Marshpee Dis.,	1 47.1	100 00	-	-	68	-

* No returns.

† Incorporated at the last session. Included in Chilmark.

GRADUATED TABLES—FIRST SERIES.

Table, showing the comparative amount of Money appropriated by the different Towns in each of the Counties of the State, for the education of each Child in the Town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1862-3.	For 1863-4	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON, . .	\$11 81.5	\$379,815 52	-	-	32147	-
2	2	N. Chelsea, . .	9 58.9	1,400 00	-	-	146	-
3	3	Chelsea, . . .	8 68.4	25,000 00	-	-	2,879	-
4	4	Winthrop, . .	5 79.9	800 25	-	-	138	-

ESSEX COUNTY.

1	1	NAHANT, . .	\$14 62	\$1,271 98	-	-	87	-
2	2	South Danvers, . .	6 92.2	8,732 00	\$335 17	\$9,067 17	1,310	-
4	3	Lawrence, . .	6 66.6	22,556 34	-	-	3,384	-
3	4	Swampscott, . .	6 27	2,000 00	-	-	319	-
5	5	Salem, . . .	6 26.9	24,292 68	-	-	3,875	-
8	6	Haverhill, . .	5 82.2	10,000 00	521 18	10,521 18	1,807	-
11	7	Lynn, . . .	5 76.7	26,001 48	-	-	4,509	-
6	8	Beverly, . . .	5 58.4	6,500 00	-	-	1,164	-
13	9	Gloucester, . .	5 28.3	11,750 00	-	-	2,224	-
15	10	Danvers, . . .	5 22.9	5,700 00	-	-	1,090	-
7	11	Methuen, . . .	5 20.8	2,500 00	-	-	480	-
16	12	North Andover, . .	5 20.4	2,300 00	-	-	442	-
12	13	Essex, . . .	5 06.8	1,500 00	-	-	296	-
9	14	Newburyport, . .	4 88.6	13,772 66	-	-	2,819	-
17	15	Georgetown, . .	4 79.8	1,900 00	-	-	396	-
18	16	Boxford, . . .	4 70.2	900 00	54 52	954 52	203	-
10	17	Marblehead, . .	4 67	6,500 00	-	-	1,392	-
19	18	Bradford, . . .	4 57.3	1,500 00	-	-	328	-
14	19	Saugus, . . .	4 49.4	2,000 00	-	-	445	-
20	20	Lynnfield, . . .	4 40.3	700 00	-	-	159	-
21	21	Amesbury, . . .	4 04.3	3,000 00	-	-	742	\$30 00
23	22	Andover, . . .	4 02.5	3,800 00	-	-	944	-
29	23	Salisbury, . .	4 01.6	3,000 00	-	-	747	-

BOARD OF EDUCATION.

ESSEX COUNTY—CONTINUED.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
22	24	Ipswich, . . .	\$3 93.4	\$2,400 00	—	—	610	\$12 50
25	25	Hamilton, . . .	3 92.2	600 00	—	—	153	31 00
24	26	Newbury, . . .	3 80.4	1,050 00	—	—	276	12 00
33	27	Rockport, . . .	3 80.1	2,500 00	\$35 00	\$2,535 00	667	47 00
30	28	West Newbury, . . .	3 59.6	1,600 00	—	—	445	—
26	29	Middleton, . . .	3 58.7	800 00	—	—	223	—
28	30	Topsfield, . . .	3 47.8	800 00	—	—	230	—
27	31	Wenham, . . .	3 34.8	750 00	—	—	224	—
31	32	Manchester, . . .	3 18.3	1,200 00	—	—	377	—
32	33	Groveland, . . .	3 14.7	906 22	—	—	288	—
34	34	Rowley, . . .	2 82.7	800 00	—	—	283	50 00

MIDDLESEX COUNTY.

1	1	BELMONT, . . .	\$13 61.5	\$2,900 00	—	—	213	—
2	2	Brighton, . . .	10 41.8	7,595 00	—	—	729	—
3	3	Newton, . . .	9 46.2	16,000 00	—	—	1,691	—
8	4	Somerville, . . .	9 26.9	17,500 00	—	—	1,888	—
5	5	Charlestown, . . .	8 75.5	44,019 53	—	—	5,028	—
12	6	Lowell, . . .	8 73.2	46,000 00	—	—	5,268	—
7	7	Lexington, . . .	8 49.1	3,600 00	—	—	424	—
6	8	Cambridge, . . .	8 12.9	45,649 91	—	—	5,616	—
9	9	Concord, . . .	8 06.8	3,300 00	—	—	409	—
10	10	Winchester, . . .	7 95.5	3,500 00	—	—	440	—
15	11	Medford, . . .	7 82.6	8,530 38	—	—	1,090	—
4	12	W. Cambridge, . . .	7 54.1	3,898 82	—	—	517	—
20	13	Framingham, . . .	7 50.3	5,500 00	—	—	733	—
14	14	Weston, . . .	7 11.3	1,700 00	—	—	239	\$200 00
23	15	Malden, . . .	7 09	9,500 00	—	—	1,340	—
21	16	Waltham, . . .	7 04	8,462 32	—	—	1,202	—
22	17	Lincoln, . . .	6 83.8	800 00	—	—	117	—
16	18	Watertown, . . .	6 70.4	5,350 00	—	—	798	—
28	19	Tyngsborough, . . .	6 60.4	700 00	—	—	106	—
27	20	South Reading, . . .	6 46.2	4,000 00	—	—	619	—
11	21	Bedford, . . .	6 45.2	1,000 00	—	—	155	—
19	22	Littleton, . . .	6 34.1	1,300 00	—	—	205	—
13	23	Melrose, . . .	6 26.1	3,543 75	—	—	566	—
30	24	Burlington, . . .	6 19.5	700 00	—	—	113	—
31	25	Carlisle, . . .	5 82.5	600 00	—	—	103	—
18	26	Sherborn, . . .	5 82	1,100 00	—	—	189	10 00
25	27	Shirley, . . .	5 65.2	1,300 00	—	—	230	—
24	28	Sudbury, . . .	5 33.1	1,450 00	—	—	272	—
33	29	Dracut, . . .	4 93.9	1,610 00	—	—	326	10 00
47	30	Ashby, . . .	4 92.6	1,000 00	—	—	203	—
17	31	Ashland, . . .	4 88	1,400 67	—	—	287	5 00

SCHOOL RETURNS.

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MIDDLESEX COUNTY—CONTINUED.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 16 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 16 years of age.	Amount contributed for board and fuel.
26	32	Boxborough, . .	\$4 85.4	\$500 00	-	-	103	\$44 00
39	33	Woburn, . .	4 83.8	7,000 00	-	-	1,447	-
32	34	Stoneham, . .	4 76.2	2,700 00	-	-	567	-
37	35	Wilmington, . .	4 74.7	750 00	-	-	158	-
29	36	Dunstable, . .	4 73.7	450 00	-	-	95	10 00
35	37	Groton, . .	4 72.3	3,150 00	-	-	667	-
34	38	Reading, . .	4 60.4	2,500 00	-	-	543	82 00
52	39	Townsend, . .	4 58.5	1,600 00	-	-	349	-
46	40	Wayland, . .	4 49.4	1,200 00	-	-	267	62 00
48	41	Holliston, . .	4 47.1	3,000 00	-	-	671	-
38	42	Tewksbury, . .	4 44.4	1,000 00	-	-	225	41 75
36	43	Westford, . .	4 40.3	1,400 00	-	-	318	-
45	44	Billerica, . .	4 37.3	1,500 00	-	-	343	20 00
42	45	Acton, . .	4 12.1	1,500 00	-	-	364	-
40	46	Chelmsford, . .	3 94.5	2,000 00	-	-	507	-
41	47	Marlborough, . .	3 88.7	5,500 00	-	-	1,415	12 00
43	48	Hopkinton, . .	3 86.4	3,400 00	-	-	880	-
44	49	Stow, . .	3 71.5	1,200 00	-	-	323	-
49	50	Natick, . .	3 35.4	3,300 00	-	-	984	-
50	51	North Reading, . .	2 91.7	700 00	-	-	240	-
51	52	Pepperell, . .	2 69.5	1,000 00	-	-	371	-

WORCESTER COUNTY.

1	1	WORCESTER, . .	\$7 90	\$38,000 00	-	-	4,810	-
2	2	Southborough, . .	6 62.4	2,086 50	-	-	315	\$30 00
3	3	Clinton, . .	6 52.4	4,396 95	-	-	674	-
4	4	Harvard, . .	5 47.4	1,500 00	-	-	274	-
9	5	Northborough, . .	5 38.1	1,200 00	-	-	223	-
6	6	Upton, . .	5 30.7	1,900 00	-	-	358	-
23	7	Grafton, . .	5 28.4	4,000 00	-	-	757	-
5	8	Uxbridge, . .	5 18.4	2,600 00	\$220 00	\$2,820 00	544	-
8	9	Leominster, . .	5 08	3,240 95	-	-	638	20 00
12	10	Sterling, . .	4 95.6	1,700 00	-	-	343	50 00
7	11	New Braintree, . .	4 93.8	800 00	-	-	162	-
32	12	Brookfield, . .	4 87.8	2,000 00	-	-	410	-
26	13	Barre, . .	4 85.3	2,800 00	-	-	577	-
31	14	Princeton, . .	4 76.2	1,100 00	-	-	231	5 50
14	15	Templeton, . .	4 69.1	2,200 00	-	-	469	-
16	16	Leicester, . .	4 56.2	2,500 00	-	-	548	-
17	17	Spencer, . .	4 52.3	2,700 00	-	-	597	-
36	18	Oakham, . .	4 51.6	700 00	-	-	155	13 00
15	19	Rutland, . .	4 46.4	1,000 00	-	-	224	-
22	20	Hubbardston, . .	4 30.8	1,400 00	-	-	325	-
18	21	Lancaster, . .	4 23.3	1,600 00	-	-	378	-

WORCESTER COUNTY—CONTINUED.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
47	22	N. Brookfield, .	\$4 21.9	\$2,350 00	-	-	557	-
41	23	Shrewsbury, .	4 21.1	1,200 00	-	-	285	-
51	24	Holden, . . .	4 17.8	1,583 64	-	-	379	-
20	25	Millbury, . .	4 13.3	3,100 00	-	-	750	-
42	26	Dana, . . .	4 11	700 00	\$39 77	\$739 77	180	-
25	27	Petersham, . .	4 11	1,200 00	-	-	292	-
13	28	Paxton, . . .	4 02.7	600 00	-	-	149	-
56	29	Westminster, .	3 93.9	1,500 00	-	-	376	-
37	30	Southbridge, .	3 98.6	3,300 00	-	-	828	-
43	31	Boylston, . .	3 97.4	600 00	-	-	151	\$12 00
27	32	Charlton, . .	3 94.7	1,500 00	-	-	380	-
28	33	Bolton, . . .	3 89.6	1,200 00	-	-	308	-
33	34	Northbridge, .	3 86.6	2,200 00	-	-	569	-
40	35	Athol, . . .	3 85.4	2,000 00	-	-	519	-
45	36	Sturbridge, . .	3 82.7	1,500 00	-	-	392	29 00
11	37	Auburn, . . .	3 82.5	700 00	-	-	183	18 75
34	38	Phillipston, . .	3 82.2	600 00	-	-	157	-
29	39	Westborough, .	3 79.1	2,100 00	-	-	554	100 00
55	40	Milford, . . .	3 75.6	8,500 00	-	-	2,263	12 00
35	41	Lunenburg, . .	3 65.3	800 00	-	-	219	-
24	42	Oxford, . . .	3 63.3	2,100 00	-	-	578	-
38	43	W. Brookfield, .	3 47	1,100 00	-	-	317	-
21	44	Webster, . . .	3 44.2	2,000 00	-	-	581	-
39	45	Winchendon, .	3 42.9	1,800 00	-	-	525	-
30	46	Berlin, . . .	3 34.9	700 00	-	-	209	-
10	47	Fitchburg, . .	3 34.7	5,000 00	-	-	1,494	-
48	48	Ashburnham, .	3 27.5	1,500 00	-	-	458	-
52	49	Douglas, . . .	3 24.7	1,500 00	-	-	462	-
44	50	Warren, . . .	3 17.5	1,200 00	-	-	378	32 00
57	51	Royalston, . .	3 09.6	1,000 00	-	-	323	-
46	52	Mendon, . . .	3 05	800 00	127 09	927 09	304	-
49	53	Dudley, . . .	3 03	1,200 00	-	-	396	-
50	54	Blackstone, . .	3 02.2	3,000 00	288 00	3,288 00	1,088	-
58	55	Gardner, . . .	2 91.3	1,500 00	-	-	515	-
53	56	Sutton, . . .	2 72.2	1,500 00	-	-	551	45 00
54	57	W. Boylston, .	2 08.7	1,200 00	-	-	575	-
19	58	Hardwick, . .	1 96.1	500 00	-	-	255	125 60

HAMPSHIRE COUNTY.

1	1	GREENWICH, .	\$7 01.8	\$800 00	-	-	114	-
2	2	Granby, . . .	6 32.9	1,000 00	-	-	158	\$20 00
3	3	Amherst, . . .	6 11.3	3,900 00	-	-	638	-
4	4	South Hadley, .	5 73.4	2,500 00	-	-	436	-

SCHOOL RETURNS.

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HAMPSHIRE COUNTY—CONTINUED.

For 1892-3.	For 1893-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
5	5	Ware, . . .	\$5 68	\$3,300 00	-	-	581	\$18 65
7	6	Hatfield, . .	5 23	1,250 00	-	-	239	46 27
6	7	Hadley, . . .	5 02.8	1,800 00	-	-	358	-
10	8	Prescott, . .	4 99	500 00	\$23 98	\$523 98	105	120 00
8	9	Northampton, .	4 79.8	7,000 00	-	-	1,459	169 38
11	10	Goshen, . . .	4 79.5	350 00	-	-	73	169 50
9	11	Plainfield, . .	4 54.5	400 00	-	-	88	108 50
19	12	Worthington, .	4 15	600 00	146 98	746 98	180	914 95
15	13	Cummington, .	4 12.4	800 00	-	-	194	430 00
17	14	Huntington, . .	4 00	900 00	-	-	225	338 50
13	15	Chesterfield, .	3 72.3	700 00	-	-	188	257 00
12	16	Westhampton, .	3 70.4	500 00	-	-	135	112 00
14	17	Middlefield, .	3 63.3	502 18	90 08	592 26	163	356 00
18	18	Belchertown, .	3 59.1	2,000 00	-	-	557	350 00
21	19	Easthampton, .	3 08.7	1,315 00	-	-	426	-
22	20	Southampton, .	2 97.2	734 00	-	-	247	-
20	21	Pelham, . . .	2 85.7	500 00	-	-	175	10 00
23	22	Williamsburg, .	2 50.6	600 00	146 98	746 98	399	829 74
16	23	Enfield,* . . .	-	-	-	-	-	-

HAMPDEN COUNTY.

2	1	CHICOPEE, . .	\$7 52.4	\$8,690 00	\$256 05	\$8,946 05	1,189	-
1	2	Longmeadow, .	6 62.3	1,775 00	-	-	268	-
3	3	Springfield, .	6 02.1	20,000 00	117 00	20,117 00	3,341	-
4	4	Holyoke, . . .	5 99.1	5,500 00	-	-	918	-
5	5	Westfield, . .	4 66.7	4,700 00	-	-	1,007	\$60 00
7	6	Brimfield, . .	4 65.1	1,200 00	-	-	258	-
10	7	Montgomery, .	4 11	300 00	-	-	73	178 00
6	8	Wilbraham, . .	3 96.8	1,600 00	102 32	1,702 32	429	70 88
9	9	Palmer, . . .	3 63.4	2,700 00	-	-	743	80 00
11	10	Ludlow, . . .	3 55.9	1,000 00	-	-	281	300 00
8	11	Wales,	3 51.9	475 00	-	-	135	175 43
12	12	Monson, . . .	3 38.3	1,800 00	-	-	532	342 00
14	13	Agawam, . . .	3 30.6	1,200 00	-	-	363	400 00
16	14	Russell, . . .	3 20	400 00	-	-	125	373 21
13	15	Chester, . . .	3 15	800 00	-	-	254	7 25
15	16	Tolland, . . .	3 11.6	390 00	12 00	402 00	129	341 50
17	17	Blandford, . .	2 94.1	700 00	-	-	238	592 00
18	18	W. Springfield,	2 67.3	1,200 00	-	-	449	75 00
20	19	Granville, . .	2 66.7	600 00	-	-	225	427 00
19	20	Holland, . . .	2 50	250 00	-	-	100	82 00
21	21	Southwick† . .	1 50	339 00	-	-	226	302 00

* No returns. † Southwick has a Local Fund, the income of which is appropriated for Public Schools.

BOARD OF EDUCATION.

FRANKLIN COUNTY.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the sup- port of Schools.	Income of Surplus Revenue appropri- ated to Schools.	TOTAL.	No. of children be- tween 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD.	\$6 44.7	\$4,100 00	-	-	636	\$214 00
2	2	Erving, . . .	4 62.7	500 00	\$46 00	\$546 00	118	-
3	3	Deerfield, . .	4 51	3,112 00	-	-	690	256 00
4	4	Hawley, . . .	4 38	600 00	-	-	137	113 00
5	5	New Salem, .	4 32.9	1,000 00	-	-	231	40 00
6	6	Sunderland, .	4 20.8	850 00	-	-	202	25 00
8	7	Ashfield, . . .	4 12.4	1,000 00	55 82	1,055 82	256	-
7	8	Warwick, . . .	4 12.4	800 00	-	-	194	-
11	9	Conway, . . .	3 84.6	1,300 00	-	-	338	468 50
12	10	Montague, . .	3 80.4	1,200 00	162 00	1,362 00	358	200 00
10	11	Orange, . . .	3 67	1,200 00	-	-	327	-
18	12	Shutesbury, .	3 63.6	600 00	-	-	165	15 00
14	13	Wendell, . . .	3 59.7	500 00	-	-	139	-
13	14	Heath,	3 59.7	500 00	-	-	139	297 00
9	15	Whately, . . .	3 57.1	800 00	-	-	224	90 00
16	16	Gill,	3 52.1	500 00	-	-	142	302 00
15	17	Northfield, . .	3 24.6	1,200 00	66 00	1,266 00	390	-
21	18	Leyden,	3 10.3	450 00	-	-	145	300 00
19	19	Rowe,	2 94.1	450 00	-	-	153	180 00
24	20	Charlemont, .	2 88.5	600 00	-	-	208	13 00
20	21	Leverett, . . .	2 85.7	600 00	-	-	210	170 90
23	22	Buckland, . . .	2 83.3	1,000 00	-	-	353	31 20
22	23	Coleraine, . . .	2 81.7	1,000 00	-	-	355	760 00
17	24	Shelburne, . .	2 78.7	800 00	-	-	237	371 00
25	25	Monroe,	2 28.6	84 00	12 00	96 00	42	75 00
26	26	Bernardston, .	1 54.6	300 00	-	-	194	88 00

BERKSHIRE COUNTY.

2	1	MONTEREY, . .	\$4 63.2	\$600 00	\$104 13	\$704 13	152	\$150 00
1	2	Tyringham, . .	4 25.5	600 00	-	-	141	255 00
11	3	Dalton,	3 92.6	950 00	-	-	242	250 00
22	4	Gt. Barrington,	3 80.5	2,500 00	-	-	657	-
3	5	N.Marlborough,	3 67.5	900 00	327 54	1,227 54	334	344 00
6	6	Peru,	3 64.7	310 00	-	-	85	188 50
4	7	Otis,	3 59.3	600 00	-	-	167	356 00
27	8	Lee,	3 57.7	3,187 00	-	-	891	-
9	9	Egremont, . . .	3 38.5	650 00	-	-	192	100 00
12	10	Pittsfield, . . .	3 34.8	6,300 00	-	-	1,882	200 00
8	11	Sandisfield, . .	3 14.5	1,000 00	-	-	318	750 00
16	12	Windsor,	3 12.5	500 00	-	-	160	407 00
13	13	Adams,	3 03.6	4,530 00	-	-	1,492	324 00
18	14	Stockbridge, . .	2 99.3	1,200 00	-	-	401	-
23	15	Lenox,	2 97	900 00	-	-	303	156 00

SCHOOL RETURNS.

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BERKSHIRE COUNTY—CONTINUED.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
7	16	Lanesborough, .	\$2 94.8	\$800 00	\$37 16	\$837 16	284	\$375 00
19	17	Sheffield, . .	2 94.3	1,600 00	127 80	1,727 80	587	1,000 00
14	18	Hinsdale, . .	2 93.2	900 00	—	—	307	185 00
20	19	Cheshire, . .	2 86.7	800 00	—	—	279	228 00
30	20	New Ashford, .	2 84.1	125 00	—	—	44	30 00
10	21	Alford, . . .	2 75.2	300 00	—	—	109	93 00
26	22	Florida, . . .	2 72.7	300 00	—	—	110	141 00
17	23	Washington, .	2 69 5	600 00	3 75	603 75	224	422 08
25	24	W. Stockbridge,	2 62.3	800 00	—	—	305	330 00
5	25	Mt. Washington,	2 50	150 00	60 00	210 00	84	152 00
21	26	Savoy, . . .	2 50	480 00	—	—	192	523 30
15	27	Williamstown, .	2 49.2	1,500 00	—	—	602	475 00
28	28	Becket, . . .	2 38.8	800 00	—	—	335	672 00
24	29	Hancock, . .	2 29.9	400 00	—	—	174	500 00
31	30	Richmond, . .	2 11.6	400 00	—	—	189	282 41
29	31	Clarksburg, . .	1 73.9	200 00	—	—	115	200 00

NORFOLK COUNTY.

1	1	BROOKLINE, .	\$18 53.1	\$14,472 70	—	—	781	—
3	2	Dorchester, .	11 92.9	23,500 00	—	—	1,970	—
2	3	W. Roxbury, .	10 59.5	11,941 00	—	—	1,127	—
4	4	Milton, . . .	9 32.2	5,500 00	—	—	590	\$20 80
5	5	Dedham, . . .	8 59.4	10,425 00	—	—	1,213	—
6	6	Roxbury, . .	8 31.2	47,850 00	—	—	5,757	—
7	7	Walpole, . .	7 27.3	2,400 00	—	—	330	—
8	8	Quincy, . . .	6 46.3	9,500 00	—	—	1,470	—
13	9	Needham, . .	5 34.6	2,700 00	—	—	505	—
10	10	Weymouth, .	5 23.8	8,500 72	\$252 00	\$8,752 72	1,671	—
12	11	Cohasset, . .	5 12.2	2,100 00	—	—	410	—
9	12	Sharon, . . .	4 93.8	1,228 00	120 00	1,348 00	273	60 00
17	13	Foxborough, .	4 91.2	2,500 00	—	—	509	—
21	14	Canton, . . .	4 57.8	3,200 00	—	—	699	—
16	15	Dover, . . .	4 34.8	700 00	—	—	161	—
11	16	Medfield, . .	4 34.8	700 00	—	—	161	350 00
14	17	Wrentham, . .	4 34.5	2,500 00	341 86	2,841 86	654	—
18	18	Braintree, . .	4 31.1	3,350 00	—	—	777	—
15	19	Franklin, . .	4 23.7	1,750 00	—	—	413	—
20	20	Randolph, . .	3 94.6	5,000 00	—	—	1,267	—
22	21	Medway, . . .	3 84	2,400 00	—	—	625	24 00
19	22	Bellingham, .	3 61.3	900 00	140 63	1,040 63	288	36 00
23	23	Stoughton, . .	3 10.8	3,500 00	—	—	1,126	—

BOARD OF EDUCATION.

BRISTOL COUNTY.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD, . .	\$8 35.7	\$30,520 62	-	-	3,652	-
3	2	Fairhaven, . .	7 36.6	4,000 00	-	-	543	-
17	3	Seekonk, . .	6 42.2	545 14	\$264 00	\$809 14	126	-
14	4	Dighton, . .	5 55.6	1,400 00	-	-	252	-
8	5	Taunton, . .	5 28.2	17,400 00	-	-	3,294	-
2	6	Fall River, . .	5 23.4	21,000 00	-	-	4,012	-
4	7	Swansey, . .	4 93	1,217 73	-	-	247	-
7	8	Dartmouth, . .	4 88.8	3,500 00	-	-	716	\$25 00
13	9	Easton, . .	4 01.3	2,500 00	-	-	623	650 00
5	10	Acushnet, . .	3 96	1,200 00	-	-	303	-
11	11	Norton, . .	3 94.7	1,500 00	-	-	380	-
10	12	Berkley, . .	3 94.1	800 00	-	-	203	-
6	13	Raynham, . .	3 82.4	1,300 00	-	-	340	-
12	14	Attleborough, .	3 71	4,500 00	-	-	1,213	-
15	15	Mansfield, . .	3 50	1,459 50	-	-	417	-
9	16	Freetown, . .	3 39.9	1,200 00	-	-	353	50 00
16	17	Rehoboth, . .	3 37.5	1,000 00	343 39	1,343 39	398	186 50
18	18	Westport, . .	3 32.3	2,100 00	-	-	632	221 00
19	19	Somerset, . .	2 87.8	1,200 00	-	-	417	64 00

PLYMOUTH COUNTY.

1	1	PLYMOUTH, . .	\$7 19.4	\$9,000 00	-	-	1,251	-
6	2	Lakeville, . .	5 61.8	1,000 00	-	-	178	-
7	3	Hingham, . .	5 52.6	4,315 54	-	-	781	-
2	4	Hull, . .	5 28.4	248 35	-	-	47	-
3	5	Kingston, . .	5 19.5	1,600 00	-	-	308	-
4	6	Rochester, . .	4 72.1	1,100 00	-	-	233	\$85 00
5	7	South Scituate,	4 54.5	1,500 00	-	-	330	9 00
8	8	Marion, . .	4 39.6	800 00	-	-	182	-
9	9	Scituate, . .	4 30.6	1,800 00	-	-	418	-
11	10	Duxbury, . .	4 16.7	2,000 00	-	-	480	100 00
10	11	Middleborough,	4 16.7	4,000 00	-	-	960	56 00
17	12	Halifax, . .	3 84.6	500 00	-	-	180	-
22	13	Hanson, . .	3 84.6	1,000 00	-	-	260	-
15	14	Mattapoisett, .	3 81.7	1,000 00	-	-	262	-
18	15	E. Bridgewater,	3 77.1	2,500 00	-	-	663	-
12	16	Hanover, . .	3 76.2	1,200 00	-	-	319	-
13	17	Pembroke, . .	3 67.6	1,000 00	-	-	272	18 00
16	18	W. Bridgewater,	3 59	1,400 00	-	-	390	-
19	19	Carver, . .	3 48.3	700 00	-	-	201	100 00
14	20	Bridgewater, . .	3 32.4	2,500 00	-	-	752	328 00
21	21	Abington, . .	3 13.8	6,050 00	-	-	1,928	-
20	22	Marshfield, . .	3 03.8	1,200 00	-	-	395	-

SCHOOL RETURNS.

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PLYMOUTH COUNTY—CONTINUED.

For 1862-3.	For 1863-4.	TOWNS.	Sum appropriated by town for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
23	23	Wareham, . .	\$2 77.3	\$1,800 00	—	—	649	\$150 00
24	24	Plympton, . .	2 72.7	600 00	—	—	220	104 00
25	25	N. Bridgewater,	2 68.8	3,500 00	—	—	1,302	—

BARNSTABLE COUNTY.

3	1	EASTHAM, . .	\$5 19.2	\$675 00	—	—	130	—
9	2	Provincetown, .	5 12.4	3,500 00	—	—	683	—
1	3	Yarmouth, . .	5 09.4	2,700 00	—	—	530	—
7	4	Orleans, . . .	5 04.2	1,800 00	—	—	357	—
2	5	Barnstable, . .	4 85.9	5,000 00	—	—	1,029	—
6	6	Brewster, . . .	4 80.8	1,500 00	—	—	312	—
5	7	Wellfleet, . . .	4 76.9	2,250 00	\$106 00	\$2,356 00	494	—
4	8	Falmouth, . . .	4 73.7	2,000 00	320 93	2,320 93	490	\$286 00
8	9	Chatham, . . .	4 57.3	3,000 00	—	—	656	100 00
10	10	Sandwich, . . .	4 07.7	4,000 00	—	—	981	80 00
11	11	Truro,	3 85.6	1,500 00	—	—	389	—
13	12	Harwich, . . .	3 08.6	2,500 00	—	—	810	200 00
12	13	Dennis,	2 31.5	2,000 00	—	—	864	1,618 00
		Marshpee Dis.,	1 47.1	100 00	—	—	68	—

DUKES COUNTY.

3	1	EDGARTOWN, .	\$5 09.9	\$1,800 00	—	—	353	—
2	2	Tisbury, . . .	4 98.6	1,800 00	—	—	361	\$10 00
1	3	Chilmark, . . .	3 65	500 00	—	—	137	—
		Gosnold,* . . .	—	—	—	—	—	—

NANTUCKET COUNTY.

NANTUCKET,	\$9 30.2	\$8,000 00	—	—	860	—
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* Newly incorporated.

BOARD OF EDUCATION.

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1863-4.	COUNTIES.	Sum appropriated by Counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1863-4.	SUFFOLK	\$11 52.7	\$407,015 77	-	\$407,015 77	35,310	-
1	Nantucket,	9 30.2	8,000 00	-	8,000 00	860	-
2	Norfolk, .	7 35.3	166,616 70	\$854 49	167,471 19	22,777	\$490 80
3	Middlesex,	7 12.4	298,860 38	-	298,860 38	41,953	496 75
4	Bristol, .	5 46.1	98,342 99	607 39	98,950 38	18,121	1,196 50
5	Essex, .	5 35.9	175,583 36	945 87	176,529 23	32,938	182 50
6	Hampden,	4 97.3	55,619 00	487 37	56,106 37	11,283	3,806 27
7	Dukes, .	4 81.8	4,100 00	-	4,100 00	851	10 00
8	Worcester,	4 59.9	144,258 04	674 86	144,932 90	31,512	492 85
9	Hampshire,	5 54.9	33,151 18	261 04	33,412 22	7,345	4,250 49
10	Barnstable,	4 25.3	32,425 00	426 93	32,851 93	7,725	2,284 00
11	Plymouth,	4 05.2	52,313 89	-	52,313 89	12,911	950 00
12	Franklin, .	3 82.8	25,046 00	341 82	25,387 82	6,633	4,009 60
13	Berkshire,	3 13	34,882 00	660 38	35,542 38	11,357	9,089 29
14	Marshall District,	1 47.1	100 00	-	100 00	68	-

AGGREGATE FOR THE STATE.

State,	\$6 38	\$1,536,314 31	\$5,260 15	\$1,541,574 46	241,644	\$27,259 05
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A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State for the education of each Child between the ages of 5 and 15 years in the County.

For 1862-3.	For 1863-4.	COUNTIES.	Totals.
1	1	SUFFOLK,	\$11 53
2	2	Nantucket,	9 30
3	3	Norfolk,	7 37
4	4	Middlesex,	7 14
5	5	Bristol,	5 53
6	6	Essex,	5 36
7	7	Hampden,	5 31
8	8	Hampshire,	5 13
9	9	Dukes,	4 83
10	10	Worcester,	4 61
11	11	Barnstable,	4 55
12	12	Franklin,	4 43
13	13	Plymouth,	4 13
14	14	Berkshire,	3 93
Aggregate for the State, including voluntary contributions, .			\$6 49

GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1860.

The first column shows the rank of the cities and towns in a similar Table for 1862-3.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1863-4.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1863-4.

For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	TRURO, . . .	\$.003-93	60	36	Southbridge, . .	\$.002-53
1	2	Wellfleet, . . .	3-81	27	37	Berkley, . . .	2-52
3	3	Chelsea, . . .	3-69	28	38	Ware, . . .	2-52
9	4	Orleans, . . .	3-69	29	39	Florida, . . .	2-51
5	5	Chatham, . . .	3-39	32	40	S. Danvers, . .	2-51
6	6	Erving, . . .	3-34	30	41	Framingham, . .	2-49
15	7	Chicopee, . . .	3-22	31	42	Hopkinton, . .	2-49
21	8	Dana, . . .	3-06	38	43	Amherst, . . .	2-47
4	9	Eastham, . . .	2-98	33	44	Sunderland, . .	2-46
22	10	Greenwich, . . .	2-98	26	45	Barnstable, . .	2-45
172	11	Harwich, . . .	2-97	34	46	Quincy, . . .	2-45
17	12	Marlborough, . .	2-93	63	47	Nahant, . . .	2-43
42	13	Somerville, . .	2-90	36	48	Sandwich, . . .	2-43
13	14	New Salem, . .	2-87	10	49	Ashland, . . .	2-42
8	15	Pelham, . . .	2-87	35	50	Montague, . . .	2-41
14	16	Plymouth, . . .	2-87	162	51	Townsend, . . .	2-41
16	17	Charlestown, . .	2-85	39	52	South Hadley, .	2-40
40	18	Malden, . . .	2-82	50	53	Dedham, . . .	2-38
18	19	Gloucester, . .	2-81	123	54	Grafton, . . .	2-37
20	20	Weymouth, . .	2-81	62	55	Brewster, . . .	2-36
65	21	Lynn, . . .	2-80	43	56	Easton, . . .	2-35
41	22	Provincetown, .	2-77	55	57	Braintree, . . .	2-34
11	23	Marblehead, . .	2-74	46	58	Otis, . . .	2-34
57	24	Shutesbury, . .	2-71	47	59	Warwick, . . .	2-34
138	25	Milford, . . .	2-69	49	60	Northbridge, . .	2-33
44	26	Greenfield, . .	2-67	83	61	Danvers, . . .	2-32
19	27	Hawley, . . .	2-66	103	62	Springfield, . .	2-32
7	28	Mt. Washington, .	2-65	51	63	Walpole, . . .	2-32
68	29	Holyoke, . . .	2-64	52	64	Yarmouth, . . .	2-32
24	30	Deerfield, . . .	2-63	53	65	Palmer, . . .	2-31
25	31	Upton, . . .	2-63	54	66	Amesbury, . . .	2-30
23	32	Clinton, . . .	2-62	64	67	Hubbardston, . .	2-30
119	33	Brookfield, . .	2-61	72	68	Monterey, . . .	2-30
48	34	Georgetown, . .	2-60	81	69	Winchester, . .	2-28
12	35	Melrose, . . .	2-58	56	70	Wrentham, . . .	2-28

For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
94	71	Ludlow,	\$.002-27	107	120	Buckland,	\$.002-01
75	72	Cummington, . .	2-26	126	121	Newburyport, . .	2-01
58	73	Boxborough, . . .	2-25	275	122	Westminster, . .	2-01
76	74	Lawrence,	2-25	111	123	Washington, . . .	2-00
79	75	Newton,	2-24	112	124	Ashburnham, . . .	1-99
85	76	Stoneham,	2-24	246	125	Holden,	1-99
80	77	Cambridge,	2-23	70	126	N. Marlborough, .	1-99
77	78	Millbury,	2-22	240	127	N. Brookfield, . .	1-99
59	79	Goshen,	2-21	135	128	Roxbury,	1-99
61	80	Orange,	2-21	114	129	Stoughton,	1-99
108	81	Lowell,	2-20	93	130	Concord,	1-98
37	82	Bellingham,	2-19	204	131	Medway,	1-98
127	83	Southborough, . . .	2-19	195	132	Dighton,	1-97
106	84	Brighton,	2-18	116	133	Reading,	1-97
66	85	Tyngsborough, . . .	2-17	117	134	Rutland,	1-97
115	86	Athol,	2-16	120	135	Heath,	1-96
151	87	Dorchester,	2-16	121	136	Shirley,	1-96
67	88	Franklin,	2-16	124	137	Littleton,	1-95
69	89	Oakham,	2-16	125	138	Methuen,	1-95
91	90	Worcester,	2-16	188	139	Foxborough,	1-94
73	91	Bolton,	2-15	202	140	Woburn,	1-94
88	92	Groton,	2-15	203	141	Haverhill,	1-93
144	93	South Reading, . . .	2-15	182	142	Longmeadow, . . .	1-93
71	94	Wendell,	2-15	155	143	Fall River,	1-92
74	95	Prescott,	2-14	161	144	Lexington,	1-92
118	96	Watertown,	2-13	134	145	Middlefield,	1-92
45	97	Bedford,	2-12	129	146	Montgomery,	1-92
209	98	Taunton,	2-12	311	147	Rockport,	1-92
175	99	Wayland,	2-12	130	148	Swampscott,	1-92
78	100	Granby,	2-10	105	149	Tisbury,	1-92
109	101	Spencer,	2-09	136	150	Scituate,	1-91
82	102	Beverly,	2-08	110	151	Webster,	1-91
84	103	Middleton,	2-08	212	152	Northampton, . . .	1-90
100	104	Sharon,	2-07	143	153	Ipswich,	1-89
86	105	Cohasset,	2-06	139	154	Lancaster,	1-89
87	106	Nantucket,	2-06	140	155	Belchertown,	1-88
89	107	Leverett,	2-05	142	156	E. Bridgewater, . .	1-88
95	108	Mansfield,	2-05	148	157	Leominster,	1-87
191	109	Salisbury,	2-05	146	158	Clarksburg,	1-86
90	110	Tyringham,	2-05	141	159	Duxbury,	1-86
96	111	Phillipston,	2-04	149	160	Rochester,	1-86
97	112	Dover,	2-03	214	161	Becket,	1-85
98	113	Huntington,	2-03	248	162	Hanson,	1-85
99	114	Paxton,	2-03	234	163	Natick,	1-85
196	115	Holliston,	2-02	210	164	Abington,	1-84
101	116	Rowe,	2-02	317	165	Lee,	1-84
102	117	Russell,	2-02	152	166	Sandisfield,	1-84
104	118	Templeton,	2-02	154	167	Acton,	1-83
122	119	Wilbraham,	2-02	137	168	Carlisle,	1-83

SCHOOL RETURNS.

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For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
157	169	Norton,	\$.001-83	245	218	Needham,	\$.001-68
145	170	Randolph,	1-83	198	219	Stowe,	1-68
158	171	W. Bridgewater, .	1-83	222	220	Westfield,	1-68
159	172	Attleborough, . . .	1-82	199	221	Westhampton, . .	1-68
262	173	Burlington,	1-82	200	222	Dracut,	1-67
228	174	North Chelsea, . .	1-82	187	223	Weston,	1-67
113	175	Oxford,	1-82	277	224	Gardner,	1-66
160	176	Blackstone,	1-81	206	225	Leyden,	1-65
256	177	Ashby,	1-80	205	226	Pembroke,	1-65
164	178	Bradford,	1-80	302	227	Rowley,	1-65
165	179	Coleraine,	1-80	230	228	Salem,	1-65
166	180	Dennis,	1-80	207	229	Marshfield, . . .	1-64
231	181	Waltham,	1-80	208	230	Plympton,	1-64
92	182	Auburn,	1-79	201	231	Swanzey,	1-64
168	183	Conway,	1-79	211	232	Monson,	1-63
170	184	Petersham,	1-79	153	233	South Scituate, .	1-63
169	185	Northfield,	1-79	163	234	Wareham,	1-63
150	186	Savoy,	1-79	213	235	Wilmington, . . .	1-63
171	187	Sturbridge,	1-79	244	236	Andover,	1-62
235	188	Adams,	1-78	217	237	Milton,	1-62
229	189	Winthrop,	1-78	218	238	Plainfield,	1-62
173	190	Berlin,	1-77	219	239	Essex,	1-61
174	191	Middleborough, . .	1-77	239	240	Hinsdale,	1-61
176	192	Westford,	1-76	220	241	N. Bridgewater, .	1-61
177	193	Chester,	1-75	221	242	Tewksbury,	1-61
178	194	Dudley,	1-75	223	243	Leicester,	1-60
179	195	Falmouth,	1-75	300	244	Canton,	1-59
180	196	Lakeville,	1-75	243	245	W. Cambridge, . .	1-59
181	197	Ashfield,	1-74	226	246	Douglas,	1-57
215	198	Hingham,	1-74	254	247	Sheffield,	1-57
128	199	Saugus,	1-74	227	248	Halifax,	1-56
183	200	Sterling,	1-74	269	249	Princeton,	1-54
184	201	Uxbridge,	1-74	132	250	Acushnet,	1-53
233	202	Winchendon,	1-74	236	251	Charlemont, . . .	1-53
255	203	Agawam,	1-73	238	252	Manchester,	1-52
185	204	Worthington,	1-73	242	253	Rehoboth,	1-52
186	205	Charlton,	1-72	156	254	Freetown,	1-50
216	206	Medford,	1-72	249	255	Lincoln,	1-48
261	207	Brimfield,	1-71	267	256	Southampton, . .	1-48
189	208	Harvard,	1-71	250	257	Windsor,	1-48
190	209	Marion,	1-71	247	258	Boxford,	1-47
192	210	Wales,	1-71	251	259	Chelmsford, . . .	1-46
193	211	Westborough,	1-71	133	260	Granville,	1-46
167	212	W. Brookfield, . . .	1-71	252	261	Hanover,	1-46
194	213	Holland,	1-70	253	262	North Andover, .	1-46
241	214	W. Newbury,	1-70	257	263	Billerica,	1-44
283	215	Barre,	1-68	259	264	Egremont,	1-44
197	216	Chesterfield,	1-68	291	265	Hadley,	1-44
237	217	Groveland,	1-68	260	266	New Braintree, . .	1-44

BOARD OF EDUCATION.

For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
263	267	Carver,	\$2 001-43	286	301	Raynham,	\$2 001-26
264	268	Sutton,	1-43	225	302	Sherborn,	1-26
266	269	Tolland,	1-43	299	303	Lynnfield,	1-25
232	270	West Roxbury, . .	1-43	325	304	Pittsfield,	1-25
289	271	Easthampton, . .	1-42	301	305	Cheshire,	1-24
265	272	Peru,	1-42	303	306	Kingston,	1-23
273	273	Hull,	1-39	304	307	Mattapoisett, . .	1-23
272	274	Sudbury,	1-39	305	308	Stockbridge, . .	1-23
258	275	Brookline,	1-37	323	309	Royalston,	1-21
324	276	Gt. Barrington, . .	1-36	308	310	Dartmouth, . . .	1-19
297	277	Wenham,	1-36	309	311	W. Springfield, .	1-19
268	278	Belmont,	1-35	312	312	Hatfield,	1-17
270	279	Blandford,	1-35	313	313	Shelburne,	1-17
131	280	W. Boylston, . . .	1-35	279	314	Medfield,	1-16
276	281	Bridgewater, . . .	1-33	310	315	Monroe,	1-16
147	282	Fitchburg,	1-33	314	316	Westport,	1-16
278	283	Hamilton,	1-33	326	317	Dunstable,	1-13
280	284	North Reading, . .	1-33	329	318	Fairhaven,	1-11
281	285	Pepperell,	1-33	328	319	New Ashford, . .	1-11
282	286	W. Stockbridge, .	1-33	318	320	Lenox,	1-10
316	287	Edgartown,	1-31	319	321	Williamsburg, . .	1-10
285	288	Gill,	1-31	322	322	Lunenburg, . . .	1-09
287	289	Somerset,	1-31	327	323	Shrewsbury, . . .	1-08
288	290	Warren,	1-31	315	324	Boston,	1-02
284	291	Lanesborough, . .	1-30	320	325	Alford,	0-94
321	292	Dalton,	1-29	307	326	Chilmark,	0-83
290	293	Boylston,	1-28	330	327	Richmond,	0-82
292	294	Mendon,	1-28	331	328	Hancock,	0-81
298	295	Topsfield,	1-28	332	329	Bernardston, . .	0-67
293	296	Whately,	1-28	224	330	Seekonk,	0-59
294	297	Williamstown, . .	1-28	333	331	Southwick, . . .	0-57
295	298	Newbury,	1-27	271	332	Hardwick,	0-54
296	299	Northborough, . .	1-27	274	333	Enfield,*	-
306	300	New Bedford, . .	1-26				

* No returns.

GRADUATED TABLES—SECOND SERIES.

In which all the Towns in the respective Counties in the State are numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1863-4.

SUFFOLK COUNTY.

For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated for Public Schools, equivalent to mills and hundredths of mills.	For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated for Public Schools, equivalent to mills and hundredths of mills.
1	1	CHELSEA, . . .	\$.003-69	3	3	Winthrop, . . .	\$.001-78
2	2	North Chelsea, .	1-82	4	4	Boston,	1-02

ESSEX COUNTY.

2	1	GLOUCESTER, .	\$.002-81	16	18	Ipswich,	\$.001-89
7	2	Lynn,	2-80	17	19	Bradford, . . .	1-80
1	3	Marblehead, .	2-74	14	20	Saugus,	1-74
4	4	Georgetown, .	2-60	24	21	West Newbury, .	1-70
3	5	South Danvers, .	2-51	22	22	Groveland, . . .	1-68
6	6	Nahant,	2-43	33	23	Rowley,	1-65
10	7	Danvers, . . .	2-32	21	24	Salem,	1-65
5	8	Amesbury, . . .	2-30	25	25	Andover,	1-62
8	9	Lawrence, . . .	2-25	20	26	Essex,	1-61
9	10	Beverly,	2-08	23	27	Manchester, . . .	1-52
11	11	Middleton, . . .	2-08	26	28	Boxford,	1-47
18	12	Salisbury, . . .	2-05	27	29	North Andover, .	1-46
13	13	Newburyport, .	2-01	30	30	Wenham,	1-36
12	14	Methuen,	1-95	28	31	Hamilton,	1-33
19	15	Haverhill, . . .	1-93	31	32	Topsfield,	1-28
34	16	Rockport, . . .	1-92	29	33	Newbury,	1-27
15	17	Swampscott, . .	1-92	32	34	Lynnfield, . . .	1-25

MIDDLESEX COUNTY.

4	1	MIDDLEBORO', .	\$.002-93	2	5	Melrose,	\$.002-58
8	2	Somerville, . .	2-90	5	6	Framingham, . .	2-49
3	3	Charlestown, . .	2-85	6	7	Hopkinton, . . .	2-49
7	4	Malden,	2-82	1	8	Ashland,	2-42

MIDDLESEX COUNTY—CONTINUED.

For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
28	9	Townsend, . . .	\$0.002-41	26	31	Acton, . . .	\$0.001-83
14	10	Winchester, . . .	2-28	24	32	Carlisle, . . .	1-83
10	11	Boxborough, . . .	2-23	47	33	Burlington, . . .	1-82
12	12	Newton, . . .	2-24	45	34	Ashby, . . .	1-80
15	13	Stoneham, . . .	2-24	40	35	Waltham, . . .	1-80
13	14	Cambridge, . . .	2-23	30	36	Westford, . . .	1-76
19	15	Lowell, . . .	2-20	37	37	Medford, . . .	1-72
18	16	Brighton, . . .	2-18	33	38	Stow, . . .	1-68
11	17	Tyngsborough, . . .	2-17	34	39	Dracut, . . .	1-67
16	18	Groton, . . .	2-15	31	40	Weston, . . .	1-67
25	19	South Reading, . . .	2-15	36	41	Wilmington, . . .	1-63
21	20	Watertown, . . .	2-13	38	42	Tewksbury, . . .	1-61
9	21	Bedford, . . .	2-12	42	43	W. Cambridge, . . .	1-59
29	22	Wayland, . . .	2-12	43	44	Lincoln, . . .	1-48
32	23	Holliston, . . .	2-02	44	45	Chelmsford, . . .	1-46
17	24	Concord, . . .	1-98	46	46	Billerica, . . .	1-44
20	25	Reading, . . .	1-97	49	47	Sudbury, . . .	1-39
22	26	Shirley, . . .	1-96	48	48	Belmont, . . .	1-35
23	27	Littleton, . . .	1-95	50	49	N. Reading, . . .	1-33
35	28	Woburn, . . .	1-94	51	50	Pepperell, . . .	1-33
27	29	Lexington, . . .	1-92	39	51	Sherborn, . . .	1-26
41	30	Natick, . . .	1-85	52	52	Dunstable, . . .	1-13

WORCESTER COUNTY.

1	1	DANA, . . .	\$0.003-06	44	22	Holden, . . .	\$0.001-99
25	2	Milford, . . .	2-69	43	23	N. Brookfield, . . .	1-99
3	3	Upton, . . .	2-63	20	24	Rutland, . . .	1-97
2	4	Clinton, . . .	2-62	16	25	Webster, . . .	1-91
21	5	Brookfield, . . .	2-61	26	26	Lancaster, . . .	1-89
5	6	Southbridge, . . .	2-53	28	27	Leominster, . . .	1-87
22	7	Grafton, . . .	2-37	18	28	Oxford, . . .	1-82
4	8	Northbridge, . . .	2-33	29	29	Blackstone, . . .	1-81
6	9	Hubbardston, . . .	2-30	11	30	Auburn, . . .	1-79
9	10	Millbury, . . .	2-22	31	31	Petersham, . . .	1-79
23	11	Southborough, . . .	2-19	32	32	Sturbridge, . . .	1-79
19	12	Athol, . . .	2-16	33	33	Berlin, . . .	1-77
7	13	Oakham, . . .	2-16	34	34	Dudley, . . .	1-75
10	14	Worcester, . . .	2-16	35	35	Sterling, . . .	1-74
8	15	Bolton, . . .	2-15	36	36	Uxbridge, . . .	1-74
15	16	Spencer, . . .	2-09	42	37	Winchendon, . . .	1-74
12	17	Phillipston, . . .	2-04	37	38	Charlton, . . .	1-72
13	18	Paxton, . . .	2-03	38	39	Harvard, . . .	1-71
14	19	Templeton, . . .	2-02	39	40	Westborough, . . .	1-71
49	20	Westminster, . . .	2-01	30	41	W. Brookfield, . . .	1-71
17	21	Ashburnham, . . .	1-99	51	42	Barre, . . .	1-68

SCHOOL RETURNS.

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WORCESTER COUNTY—CONTINUED.

For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
50	43	Gardner, . . .	\$.001-66	52	51	Warren, . . .	\$.001-31
40	44	Leicester, . . .	1-60	53	52	Boylston, . . .	1-28
41	45	Douglas, . . .	1-57	54	53	Mendon, . . .	1-28
47	46	Princeton, . . .	1-54	55	54	Northborough, . . .	1-27
45	47	New Braintree, . . .	1-44	57	55	Royalston, . . .	1-21
46	48	Sutton, . . .	1-43	56	56	Lunenburg, . . .	1-09
24	49	W. Boylston, . . .	1-35	58	57	Shrewsbury, . . .	1-08
27	50	Fitchburg, . . .	1-33	48	58	Hardwick, . . .	0-54

HAMPSHIRE COUNTY.

2	1	GREENWICH, . . .	\$.002-98	12	13	Belchertown, . . .	\$.001-88
1	2	Pelham,	2-87	13	14	Worthington, . . .	1-73
3	3	Ware,	2-52	14	15	Chesterfield, . . .	1-68
4	4	Amherst,	2-47	15	16	Westhampton, . . .	1-68
5	5	South Hadley, . . .	2-40	17	17	Plainfield,	1-62
8	6	Cummington, . . .	2-26	18	18	Southampton, . . .	1-48
6	7	Goshen,	2-21	21	19	Hadley,	1-44
7	8	Prescott,	2-14	20	20	Easthampton, . . .	1-42
9	9	Granby,	2-10	22	21	Hatfield,	1-17
10	10	Huntington,	2-03	23	22	Williamsburg, . . .	1-10
11	11	Middlefield,	1-92	19	23	Enfield,*	—
16	12	Northampton, . . .	1-90				

HAMPDEN COUNTY.

1	1	CHICOPEE,	\$.003-22	17	12	Brimfield,	\$.001-71
3	2	Holyoke,	2-64	12	13	Wales,	1-71
6	3	Springfield,	2-32	13	14	Holland,	1-70
2	4	Palmer,	2-31	15	15	Westfield,	1-68
4	5	Ludlow,	2-27	14	16	Monson,	1-63
5	6	Russell,	2-02	9	17	Granville,	1-46
7	7	Wilbraham,	2-02	18	18	Tolland,	1-43
11	8	Longmeadow,	1-93	19	19	Blandford,	1-35
8	9	Montgomery,	1-92	20	20	W. Springfield, . . .	1-19
10	10	Chester,	1-75	21	21	Southwick,	0-57
16	11	Agawam,	1-73				

FRANKLIN COUNTY.

1	1	ERVING,	\$.003-34	7	4	Greenfield,	\$.002-67
2	2	New Salem,	2-87	3	5	Hawley,	2-66
9	3	Shutesbury,	2-71	4	6	Deerfield,	2-63

* No returns.

BOARD OF EDUCATION.

FRANKLIN COUNTY—CONTINUED.

For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
5	7	Sunderland, . . .	\$0.002-46	17	17	Conway, . . .	\$0.001-79
6	8	Montague, . . .	2-41	18	18	Northfield, . . .	1-79
8	9	Warwick, . . .	2-34	19	19	Ashfield, . . .	1-74
10	10	Orange, . . .	2-21	20	20	Leyden, . . .	1-65
11	11	Wendell, . . .	2-15	21	21	Charlemont, . . .	1-53
12	12	Leverett, . . .	2-05	22	22	Gill, . . .	1-31
13	13	Rowe, . . .	2-02	23	23	Whately, . . .	1-28
14	14	Buckland, . . .	2-01	25	24	Shelburne, . . .	1-17
15	15	Heath, . . .	1-96	24	25	Monroe, . . .	1-16
16	16	Coleraine, . . .	1-80	26	26	Bernardston, . . .	0-67

BERKSHIRE COUNTY.

1	1	MT. WASH'GTON, . . .	\$0.002-65	16	17	Egremont, . . .	\$0.001-44
2	2	Florida, . . .	2-51	17	18	Peru, . . .	1-42
3	3	Otis, . . .	2-34	27	19	Gt. Barrington, . . .	1-36
5	4	Monterey, . . .	2-30	18	20	W. Stockbridge, . . .	1-33
6	5	Tyringham, . . .	2-05	19	21	Lanesboro', . . .	1-30
7	6	Washington, . . .	2-00	26	22	Dalton, . . .	1-29
4	7	N. Marlboro', . . .	1-99	20	23	Williamstown, . . .	1-28
8	8	Clarksburg, . . .	1-86	28	24	Pittsfield, . . .	1-25
11	9	Becket, . . .	1-85	21	25	Cheshire, . . .	1-24
23	10	Lee, . . .	1-84	22	26	Stockbridge, . . .	1-23
10	11	Sandisfield, . . .	1-84	29	27	New Ashford, . . .	1-11
9	12	Savoy, . . .	1-79	24	28	Lenox, . . .	1-10
12	13	Adams, . . .	1-78	25	29	Alford, . . .	0-94
13	14	Hinsdale, . . .	1-61	30	30	Richmond, . . .	0-82
15	15	Sheffield, . . .	1-57	31	31	Hancock, . . .	0-81
14	16	Windsor, . . .	1-48				

NORFOLK COUNTY.

1	1	WEYMOUTH, . . .	\$0.002-81	13	13	Roxbury, . . .	\$0.001-99
2	2	Quincy, . . .	2-45	12	14	Stoughton, . . .	1-99
4	3	Dedham, . . .	2-38	17	15	Medway, . . .	1-98
6	4	Braintree, . . .	2-34	16	16	Foxborough, . . .	1-94
5	5	Walpole, . . .	2-32	14	17	Randolph, . . .	1-83
7	6	Wrentham, . . .	2-28	20	18	Needham, . . .	1-68
3	7	Bellingham, . . .	2-19	18	19	Milton, . . .	1-62
15	8	Dorchester, . . .	2-16	23	20	Canton, . . .	1-59
8	9	Franklin, . . .	2-16	19	21	W. Roxbury, . . .	1-43
11	10	Sharon, . . .	2-07	21	22	Brookline, . . .	1-37
9	11	Cohasset, . . .	2-06	22	23	Medfield, . . .	1-16
10	12	Dover, . . .	2-03				

SCHOOL RETURNS.

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BRISTOL COUNTY.

For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1862-3.	For 1863-4.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	BERKLEY, . . .	\$.002-52	13	11	Rehoboth, . . .	\$.001-52
2	2	Easton,	2-35	6	12	Freetown,	1-50
11	3	Taunton,	2-12	15	13	Somerset,	1-31
3	4	Mansfield,	2-05	16	14	New Bedford, . . .	1-26
9	5	Dighton,	1-97	14	15	Raynham,	1-26
5	6	Fall River,	1-92	17	16	Dartmouth,	1-19
7	7	Norton,	1-83	18	17	Westport,	1-16
8	8	Attleborough, . . .	1-82	19	18	Fairhaven,	1-11
10	9	Swansey,	1-64	12	19	Seekonk,	0-59
4	10	Acushnet,	1-53				

PLYMOUTH COUNTY.

1	1	PLYMOUTH, . . .	\$.002-87	13	14	Marshfield,	\$.001-64
2	2	Scituate,	1-91	14	15	Plympton,	1-64
4	3	E. Bridgewater, . .	1-88	6	16	S. Scituate,	1-63
3	4	Duxbury,	1-86	8	17	Wareham,	1-63
5	5	Rochester,	1-86	17	18	N. Bridgewater, . .	1-61
19	6	Hanson,	1-85	18	19	Halifax,	1-56
15	7	Abington,	1-84	20	20	Hanover,	1-46
7	8	W. Bridgewater, . .	1-83	21	21	Carver,	1-43
9	9	Middleborough, . .	1-77	22	22	Hull,	1-39
10	10	Lakeville,	1-75	23	23	Bridgewater, . . .	1-33
16	11	Hingham,	1-74	24	24	Kingston,	1-23
11	12	Marion,	1-71	25	25	Mattapoisett, . . .	1-23
12	13	Pembroke,	1-65				

BARNSTABLE COUNTY.

2	1	TRURO,	\$.003-93	6	8	Barnstable,	\$.002-45
1	2	Wellfleet,	3-81	7	9	Sandwich,	2-43
5	3	Orleans,	3-69	10	10	Brewster,	2-36
4	4	Chatham,	3-39	9	11	Yarmouth,	2-32
3	5	Eastham,	2-98	11	12	Dennis,	1-80
12	6	Harwich,	2-97	13	13	Falmouth,	1-75
8	7	Provincetown, . . .	2-77				

DUKES COUNTY.

1	1	TISBURY,	\$.001-92	2	3	Chilmark,	\$.000-83
3	2	Edgartown,	1-31				

NANTUCKET COUNTY.

NANTUCKET,							\$.002-06
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A GRADUATED TABLE—SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1863-4.

For 1862-3	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1860.	Amount contributed for board and fuel.
1	BARNSTABLE,	\$.002-60	\$32,425 00	\$426 93	\$32,851 93	\$12,621,201 00	\$2,284 00
2	Middlesex,	2-21	298,860 38	—	298,860 38	135,458,009 00	496 75
5	Hampden,	2-14	55,619 00	487 37	56,106 37	26,252,663 00	3,806 27
6	Essex,	2-09	175,583 36	945 87	176,529 23	84,637,837 00	182 50
3	Nantucket,	2-06	8,000 00	—	8,000 00	3,875,598 00	—
4	Franklin,	2-04	25,046 00	341 82	25,387 82	12,448,961 00	4,009 60
7	Norfolk,	1-93	166,616 70	854 49	167,471 19	86,800,899 00	490 80
8	Worcester,	1-92	144,258 04	674 86	144,932 90	75,412,160 00	492 85
9	Hampshire,	1-88	33,151 18	261 04	33,412 22	17,737,649 00	4,250 49
10	Plymouth,	1-79	52,313 89	—	52,313 89	29,160,937 00	950 00
11	Bristol,	1-54	98,342 99	607 39	98,950 38	64,293,865 00	1,196 50
13	Berkshire,	1-47	34,882 00	660 38	35,542 38	24,186,962 00	9,089 29
12	Dukes,	1-41	4,100 00	—	4,100 00	2,908,194 00	10 00
14	Suffolk,	1-21	407,015 77	—	407,015 77	320,000,000 00	—

AGGREGATE FOR THE STATE.

14 Counties,	\$.001-72	\$1,536,314 31	\$5,260 15	\$1,541,574 46	\$895,794,935 00	\$27,259 05
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SCHOOL RETURNS.

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Arrangement of the Counties, according to their appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows :—

For 1862-3.	For 1863-4.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
1	1	BARNSTABLE;	\$.002-78
2	2	Franklin,	2-36
3	3	Hampden,	2-28
4	4	Middlesex,	2-21
6	5	Hampshire,	2-12
7	6	Essex,	2-09
5	7	Nantucket,	2-06
8	8	Norfolk,	1-94
9	9	Worcester,	1-93
11	10	Berkshire,	1-85
10	11	Plymouth,	1-83
12	12	Bristol,	1-56
13	13	Dukes,	1-41
14	14	Suffolk,	1-21
Aggregate for the State,			\$.001-75

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths), when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1863-4.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 PLAINFIELD,	80	107	1.22-16	34 Orange, . .	327	292	.89-45
2 Hardwick, . .	255	268	1.05-29	35 Pelham, . .	175	156	.89-14
3 Medfield, . .	161	168	1.04-35	36 Dracut, . .	326	290	.88-96
4 Townsend, . .	349	358	1.02-72	37 Windsor, . .	160	142	.88-75
5 Greenwich, . .	114	117	1.02-63	38 Spencer, . .	597	526	.88-11
6 Tisbury, . .	361	368	1.02-08	39 Royalston, . .	323	284	.88-08
7 Brookline, . .	781	786	1.00-70	40 Charlton, . .	380	333	.87-76
8 Northboro', . .	223	224	1.00-45	41 Florida, . .	110	96	.87-73
9 Oakham, . .	155	152	.98-39	42 Acton, . .	364	319	.87-64
10 Boylston, . .	151	148	.98-01	43 Sturbridge, . .	392	343	.87-50
11 New Salem, . .	231	223	.96-54	44 Walpole, . .	330	288	.87-27
12 Framingham, . .	733	707	.96-52	45 Holliston, . .	671	585	.87-26
13 Princeton, . .	231	221	.95-89	46 Chester, . .	254	221	.87-20
14 Dighton, . .	252	241	.95-83	47 Lincoln, . .	117	102	.87-18
15 Marion, . .	182	174	.95-60	48 W. Roxbury, . .	1,127	982	.87-18
16 Hubbardston, . .	325	310	.95-38	49 Auburn, . .	183	159	.87-16
17 Phillipston, . .	157	148	.94-27	50 Westminster, . .	376	327	.87-10
18 Seekonk, . .	126	118	.94-05	51 Ware, . .	581	506	.87-09
19 Sherborn, . .	189	177	.93-65	52 Nantucket, . .	860	743	.86-45
20 Prescott, . .	105	97	.92-86	53 Athol, . .	519	448	.86-42
21 Warwick, . .	194	179	.92-27	54 Grafton, . .	757	650	.85-93
22 Leominster, . .	638	588	.92-16	55 Huntington, . .	225	193	.85-78
23 Nahant, . .	87	80	.91-95	56 Rutland, . .	224	192	.85-71
24 Dana, . .	180	165	.91-94	57 Buckland, . .	353	302	.85-69
25 Sudbury, . .	272	250	.91-91	58 N. Chelsea, . .	146	125	.85-62
26 Dunstable, . .	95	87	.91-58	59 Wendell, . .	139	119	.85-61
27 Chicopee, . .	1,189	1,083	.91-08	60 Worthington, . .	180	154	.85-56
28 Cummings'tn, . .	194	176	.90-98	61 Kingston, . .	308	263	.85-55
29 Lancaster, . .	378	342	.90-61	62 Holden, . .	379	324	.85-49
30 Berlin, . .	209	188	.90-19	63 Bellingham, . .	288	246	.85-42
31 Ashby, . .	203	183	.90-15	64 Easton, . .	623	532	.85-39
32 Essex, . .	296	266	.89-86	65 Hatfield, . .	239	204	.85-36
33 Concord, . .	409	367	.89-85	66 Franklin, . .	413	352	.85-35

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
67	Duxbury, .	480	409	.85-31	115	Winchester, .	440	354	.80-45
68	Fairhaven, .	543	462	.85-08	116	Eastham, .	130	104	.80-38
69	Lexington, .	424	360	.84-91	117	Marshfield, .	395	317	.80-25
70	Heath, . .	139	118	.84-89	118	Gloucester, .	2,224	1,783	.80-17
71	Wilmington, .	158	134	.84-81	119	Medway, .	625	500	.80-08
72	Tewksbury, .	225	190	.84-67	120	Rochester, .	233	186	.80-04
73	Brighton, .	729	617	.84-64	121	Russell, . .	125	100	.80-00
74	Carlisle, . .	103	87	.84-46	122	W.Brookf'd, .	317	253	.79-97
75	Dennis, . .	864	726	.84-09	123	Cambridge, .	5,616	4,490	.79-95
76	Coleraine, .	355	298	.84-08	124	Marblehead, .	1,392	1,112	.79-89
77	Burlington, .	113	95	.84-07	125	N. Bedford, .	3,652	2,913	.79-76
78	Templeton, .	469	394	.84-01	126	Sunderland, .	202	161	.79-70
79	Erving, . .	118	99	.83-90	127	Lunenburg, .	219	174	.79-45
80	Harvard, .	274	229	.83-76	128	Scituate, . .	418	332	.79-43
81	Ashfield, . .	256	214	.83-59	129	Georgetown, .	396	314	.79-29
82	Halifax, . .	130	108	.83-46	130	Rockport, .	667	528	.79-24
83	Southwick, .	226	188	.83-19	131	Lowell, . . .	5,268	4,170	.79-17
84	Edgartown, .	353	293	.83-14	132	Manchester, .	377	297	.78-91
85	Tyngsboro', .	106	88	.83-02	133	Medford, . .	1,090	857	.78-62
86	Gardner, . .	515	427	.83-01	134	Montague, .	358	281	.78-49
87	Goshen, . .	73	60	.82-88	135	Charlemont, .	208	163	.78-37
88	Wellfleet, .	494	409	.82-79	136	Weston, . .	239	187	.78-24
89	Reading, . .	543	449	.82-69	137	Swansey, . .	247	193	.78-14
90	Belmont, . .	213	176	.82-63	138	N.Brookf'd, .	557	435	.78-10
91	Amherst, . .	638	527	.82-60	139	Quincy, . . .	1,470	1,147	.78-06
92	Wales, . . .	135	111	.82-59	140	Provinceto'n, .	683	533	.78-04
93	Ashburnham, .	458	377	.82-31	141	Carver, . . .	201	156	.77-86
94	Lakeville, . .	178	146	.82-30	142	Barre, . . .	577	449	.77-82
95	Boxboro', . .	103	84	.82-04	143	Dedham, . . .	1,213	943	.77-78
96	Williamsb'g, .	399	327	.81-95	144	Fitchburg, . .	1,494	1,162	.77-78
97	Waltham, . .	1,202	984	.81-91	145	Charlestown, .	5,028	3,906	.77-68
98	Shirley, . . .	230	188	.81-74	146	E. Bridgew'r, .	663	515	.77-68
99	Leverett, . .	210	171	.81-67	147	Belchertown, .	557	432	.77-56
100	Bedford, . .	155	126	.81-61	148	Westfield, . .	1,007	779	.77-36
101	Southboro', .	315	257	.81-59	149	Boxford, . . .	203	157	.77-34
102	Brookfield, .	410	334	.81-46	150	Boston, . . .	32147	24826	.77-23
103	Petersham, .	292	237	.81-34	151	Amesbury, . .	742	573	.77-22
104	Westford, . .	318	258	.81-29	152	Worcester, . .	4,810	3,713	.77-20
105	Stow, . . .	323	262	.81-27	153	Ashland, . . .	287	221	.77-00
106	Dorchester, .	1,970	1,599	.81-19	154	Plymouth, . .	1,251	960	.76-74
107	Methuen, . .	480	389	.81-15	155	Billerica, . .	343	263	.76-68
108	Granville, . .	225	182	.81-11	156	Somerville, . .	1,888	1,446	.76-59
109	Hanson, . . .	260	210	.80-96	157	Hopkinton, . .	880	672	.76-42
110	Needham, . .	505	408	.80-79	158	Gill,	142	108	.76-41
111	Chelsea, . . .	2,879	2,321	.80-64	159	Canton, . . .	699	534	.76-39
112	Pepperell, . .	371	299	.80-59	160	Bolton, . . .	308	235	.76-30
113	Otis, . . .	167	134	.80-54	161	Lynn,	4,509	3,437	.76-24
114	Littleton, . .	205	165	.80-49	162	N.Braintree, .	162	123	.76-23

SCHOOL RETURNS.

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	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
163	Falmouth, .	490	373	.76-12	211	Weymouth, .	1,671	1,204	.72-00
164	Middlefield, .	163	124	.76-07	212	Becket, . .	335	240	.71-64
165	Uxbridge, .	544	413	.76-01	213	Acushnet, .	303	217	.71-62
166	Westboro', .	554	421	.75-99	214	Hamilton, .	153	109	.71-57
167	W.Bridgew'r,	390	296	.75-90	215	Randolph, .	1,267	904	.71-39
168	Peru, . . .	85	64	.75-88	216	Rowe, . . .	153	109	.71-24
169	Paxton, . .	149	113	.75-84	217	Groton, . .	667	474	.71-14
170	Danvers, .	1,090	825	.75-69	218	Shrewsbury,	285	202	.71-05
171	Sterling, .	343	259	.75-51	219	Harwich, .	810	575	.70-99
172	Woburn, .	1,447	1,091	.75-43	220	Plympton, .	220	156	.70-91
173	N.Bridgew'r,	1,302	982	.75-42	221	Hanover, .	319	226	.70-85
174	S. Reading, .	619	466	.75-36	222	Swampscott,	319	225	.70-69
175	Montgomery,	73	55	.75-34	223	Deerfield, .	690	487	.70-65
176	W. Camb'ge,	517	389	.75-34	224	Granby, . .	158	111	.70-57
177	Monson, . .	532	400	.75-28	225	Conway, . .	338	238	.70-56
178	Bernardston,	194	146	.75-26	226	Roxbury, .	5,757	4,053	.70-41
179	Warren, . .	378	284	.75-26	227	Rowley, . .	283	199	.70-32
180	Haverhill, .	1,807	1,353	.74-88	228	Longmeadow	268	188	.70-15
181	Rehoboth, .	398	297	.74-75	229	Norton, . .	330	266	.70-00
182	Hadley, . .	358	267	.74-72	230	Middleboro',	960	670	.69-79
183	Orleans, . .	357	266	.74-65	231	Clinton, . .	674	470	.69-73
184	Truro, . . .	389	290	.74-55	232	Richmond, .	189	131	.69-58
185	Abington, .	1,928	1,437	.74-53	233	Newton, . .	1,691	1,176	.69-54
186	Savoy, . . .	192	143	.74-48	234	Wareham, .	649	451	.69-49
187	Mansfield, .	417	310	.74-34	235	Chesterfield,	188	130	.69-15
188	Upton, . . .	358	265	.74-16	236	Gt.Barring'n,	657	454	.69-10
189	Barnstable, .	1,029	763	.74-15	237	Andover, .	944	652	.69-07
190	Cohasset, .	410	304	.74-15	238	Holland, . .	100	69	.69-00
191	Shelburne, .	287	212	.74-04	239	Hawley, . .	137	94	.68-98
192	Douglas, . .	462	342	.74-03	240	Saugus, . .	445	306	.68-88
193	S. Scituate, .	330	244	.73-94	241	Natick, . .	984	677	.68-80
194	Winthrop, .	188	102	.73-91	242	Raynham, .	340	233	.68-68
195	Pembroke, .	272	201	.73-90	243	Springfield, .	3,341	2,294	.68-68
196	Chelmsford, .	507	374	.73-87	244	Milford, . .	2,263	1,554	.68-67
197	Dudley, . .	396	292	.73-86	245	Mendon, . .	304	208	.68-59
198	Northbridge, .	569	419	.73-64	246	Beverly, . .	1,164	797	.68-51
199	Melrose, . .	566	416	.73-50	247	Chilmark, .	137	93	.68-25
200	Malden, . .	1,340	984	.73-43	248	Oxford, . .	578	394	.68-17
201	Sandisfield, .	318	233	.73-27	249	S. Danvers, .	1,310	892	.68-13
202	Berkley, . .	203	148	.73-15	250	Watertown, .	798	542	.67-92
203	Middleton, .	223	163	.73-09	251	Monroe, . .	42	28	.67-87
204	Wenham, . .	224	163	.72-99	252	W. Newbury,	445	301	.67-7

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
259	Leicester, .	548	367	.66-97	297	Groveland, .	288	180	.62-50
260	S. Hadley, .	436	292	.66-97	298	N. Andover, .	442	276	.62-44
261	Bridgew'r, .	752	502	.66-76	299	Blackstone, .	1,088	678	.62-36
262	Blandford, .	238	158	.66-60	300	Wilbraham, .	429	267	.62-24
263	Sharon, . .	273	181	.66-30	301	Stoneham, .	567	349	.61-55
264	Leyden, . .	145	96	.66-21	302	Millbury, .	750	459	.61-27
265	Dalton, . .	242	160	.66-12	303	Southamp'n, .	247	151	.61-13
266	W. Stockb'e, .	305	201	.66-07	304	Marlboro', .	1,415	861	.60-85
267	Lee, . . .	891	588	.66-05	305	Northampt'n, .	1,459	884	.60-59
268	Lynnfield, .	159	105	.66-04	306	Lenox, . .	303	183	.60-56
269	Salisbury, .	747	493	.66-00	307	Attleboro', .	1,213	734	.60-55
270	Palmer, . .	743	489	.65-88	308	Hinsdale, .	307	185	.60-42
271	Mattapoisett, .	262	172	.65-84	309	Monterey, .	152	91	.59-87
272	Brinfield, .	258	169	.65-50	310	Alford, . .	109	65	.59-63
273	Holyoke, . .	918	600	.65-36	311	Webster, . .	581	337	.58-09
274	Newbury, . .	276	180	.65-22	312	W.Springf'd, .	449	259	.57-68
275	Westport, . .	632	412	.65-19	313	Easthampt'n, .	426	243	.57-04
276	Ludlow, . .	281	183	.65-12	314	Fall River, .	4,012	2,266	.56-48
277	N.Marlboro', .	334	217	.64-97	315	Washington, .	224	126	.56-47
278	Hancock, . .	174	113	.64-94	316	Lawrence, . .	3,384	1,894	.55-97
279	Brewster, . .	312	202	.64-90	317	Salem, . . .	3,875	2,154	.55-60
280	Taunton, . .	3,294	2,128	.64-62	318	Agawam, . .	363	199	.54-82
281	Freetown, . .	353	228	.64-59	319	Adams, . . .	1,492	816	.54-69
282	Whately, . .	224	144	.64-29	320	Westhampt'n, .	135	72	.53-70
283	Newburyp't, .	2,819	1,803	.63-98	321	Stockbridge, .	401	213	.53-24
284	Hingham, . .	781	499	.63-96	322	Williamsto'n, .	602	320	.53-16
285	Shutesbury, .	165	105	.63-94	323	Bradford, . .	328	174	.53-05
286	Greenfield, .	636	406	.63-92	324	Pittsfield, . .	1,882	958	.50-93
287	N. Reading, .	240	153	.63-75	325	Tolland, . . .	129	65	.50-78
288	Topsfield, . .	230	146	.63-48	326	Lanesboro', .	284	140	.49-30
289	Tyringham, .	141	89	.63-47	327	Hull,	47	22	.47-87
290	Milton, . . .	590	373	.63-31	328	Sheffield, . .	587	280	.47-79
291	Egremont, . .	192	121	.63-28	329	N. Ashford, . .	44	20	.46-59
292	Sandwich, . .	981	619	.63-10	330	Somerset, . .	417	193	.46-28
293	Winchendon, .	525	329	.62-76	331	Clarksburg, . .	115	52	.45-65
294	Cheshire, . .	279	175	.62-72	332	Mt. Wash'nt'n	84	31	.36-90
295	Dartmouth, . .	716	448	.62-57		Marshpee, . .	68	38	.56-62
296	W. Boylston, .	575	359	.62-52		Enfield,* . .	-	-	-

* No returns.

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1863-4.

[For an explanation of the principle on which these Tables are constructed, see *ante* p. 74.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	N.CHELSEA,	146	125	.85-62	3	Boston, . .	32147	24826	.77-23
2	Chelsea, . .	2,879	2,321	.80-64	4	Winthrop, .	138	102	.73-91

ESSEX COUNTY.

1	NAHANT, .	87	80	.91-95	18	Swampscott,	319	225	.70-69
2	Essex, . .	296	266	.89-86	19	Rowley, . .	283	199	.70-32
3	Methuen, .	480	389	.81-15	20	Andover, .	944	652	.69-07
4	Gloucester, .	2,224	1,783	.80-17	21	Saugus, . .	445	306	.68-88
5	Marblehead,	1,392	1,112	.79-89	22	Beverly, . .	1,164	797	.68-51
6	Georgetown,	396	314	.79-29	23	S. Danvers, .	1,310	892	.68-13
7	Rockport, .	667	528	.79-24	24	W. Newb'ry,	445	301	.67-75
8	Manchester,	377	297	.78-91	25	Lynnfield, .	159	105	.66-04
9	Boxford, .	203	157	.77-34	26	Salisbury, .	747	493	.66-00
10	Amesbury, .	742	573	.77-22	27	Newbury, .	276	180	.65-22
11	Lynn, . .	4,509	3,437	.76-24	28	Newburyp't,	2,819	1,803	.63-98
12	Danvers, .	1,090	825	.75-69	29	Topsfield, .	230	146	.63-48
13	Haverhill, .	1,807	1,353	.74-88	30	Groveland, .	288	180	.62-50
14	Middleton, .	223	163	.73-09	31	N. Andover, .	442	276	.62-44
15	Wenham, .	224	163	.72-99	32	Lawrence, .	3,384	1,894	.55-97
16	Ipswich, . .	610	445	.72-95	33	Salem, . .	3,875	2,154	.55-60
17	Hamilton, .	153	109	.71-57	34	Bradford, .	328	174	.53-05

MIDDLESEX COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 TOWNSEND,	349	358	1.02-72	27 Pepperell, .	371	299	.80-59
2 Framingh'm,	733	707	.96-52	28 Littleton, .	205	165	.80-49
3 Sherborn, .	189	177	.93-65	29 Winchester,	440	354	.80-45
4 Sudbury, .	272	250	.91-91	30 Cambridge, .	5,616	4,490	.79-95
5 Dunstable, .	95	87	.91-58	31 Lowell, . .	5,268	4,170	.79-17
6 Ashby, . .	203	183	.90-15	32 Medford, .	1,090	857	.78-62
7 Concord, .	409	367	.89-85	33 Weston, . .	239	187	.78-24
8 Dracut, . .	326	290	.88-96	34 Charlestown,	5,028	3,906	.77-68
9 Acton, . .	364	319	.87-64	35 Ashland, .	287	221	.77-00
10 Holliston, .	671	585	.87-26	36 Billerica, .	343	263	.76-68
11 Lincoln, . .	117	102	.87-18	37 Somerville, .	1,888	1,446	.76-59
12 Lexington, .	424	360	.84-91	38 Hopkinton, .	880	672	.76-42
13 Wilmington, .	158	134	.84-81	39 Woburn, . .	1,447	1,091	.75-43
14 Tewksbury, .	225	190	.84-67	40 S. Reading, .	619	466	.75-36
15 Brighton, .	729	617	.84-64	41 W. Camb'ge,	517	389	.75-34
16 Carlisle, . .	103	87	.84-46	42 Chelmsford, .	507	374	.73-87
17 Burlington, .	113	95	.84-07	43 Melrose, . .	566	416	.73-50
18 Tyngsboro', .	106	88	.83-02	44 Malden, . .	1,340	984	.73-43
19 Reading, . .	543	449	.82-69	45 Groton, . .	667	474	.71-14
20 Belmont, . .	213	176	.82-63	46 Newton, . .	1,691	1,176	.69-54
21 Boxboro', .	103	84	.82-04	47 Natick, . .	984	677	.68-80
22 Waltham, . .	1,202	984	.81-91	48 Watertown, .	798	542	.67-92
23 Shirley, . .	230	188	.81-74	49 Wayland, . .	267	180	.67-42
24 Bedford, . .	155	126	.81-61	50 N. Reading, .	240	153	.63-75
25 Westford, . .	318	258	.81-29	51 Stoneham, . .	567	349	.61-55
26 Stow, . . .	323	262	.81-27	52 Marlboro', .	1,415	861	.60-85

WORCESTER COUNTY.

1 HARDWICK,	255	268	1.05-29	14 Charlton, .	380	332	.87-76
2 Northboro', .	223	224	1.00-45	15 Sturbridge, .	392	343	.87-50
3 Oakham, . .	155	152	.98-39	16 Auburn, . .	183	159	.87-16
4 Boylston, . .	151	148	.98-01	17 Westminster, .	376	327	.87-10
5 Princeton, .	231	221	.95-89	18 Athol, . . .	519	448	.86-42
6 Hubbardst'n,	325	310	.95-38	19 Grafton, . .	757	650	.85-93
7 Phillipston, .	157	148	.94-27	20 Rutland, . .	224	192	.85-71
8 Leominster, .	638	588	.92-16	21 Holden, . . .	379	324	.85-49
9 Dana, . . .	180	165	.91-94	22 Templeton, .	469	394	.84-01
10 Lancaster, .	378	342	.90-61	23 Harvard, . .	274	229	.83-76
11 Berlin, . . .	209	188	.90-19	24 Gardner, . .	515	427	.83-01
12 Spencer, . .	597	526	.88-11	25 Ashburnham, .	458	377	.82-31
13 Royalston, .	323	284	.88-08	26 Southboro', .	315	257	.81-59

SCHOOL RETURNS.

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WORCESTER COUNTY—CONTINUED.

TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
27 Brookfield, .	410	334	.81-46	43 Douglas, .	462	342	.74-03
28 Petersham, .	292	237	.81-34	44 Dudley, .	396	292	.73-86
29 W. Brookfi'd	317	253	.79-97	45 Northbr dge,	569	419	.73-64
30 Lunenburg,	219	174	.79-45	46 Sutton, . .	551	398	.72-23
31 N. Brookfi'd,	557	435	.78-10	47 Shrewsbury,	285	202	.71-05
32 Barre, . .	577	449	.77-82	48 Clinton, . .	674	470	.69-73
33 Fitchburg, .	1,494	1,162	.77-78	49 Milford, . .	2,263	1,554	.68-67
34 Worcester, .	4,810	3,713	.77-20	50 Mendon, . .	304	208	.68-59
35 Bolton, . .	308	235	.76-30	51 Oxford, . .	578	394	.68-17
36 N. Braintree,	162	123	.76-23	52 Southbridge,	828	558	.67-39
37 Uxbridge, .	544	413	.76-01	53 Leicester, .	548	367	.66-97
38 Westboro', .	554	421	.75-99	54 Winchendon	525	329	.62-76
39 Paxton, . .	149	113	.75-84	55 W. Boylston,	575	359	.62-52
40 Sterling, . .	343	259	.75-51	56 Blackstone, .	1,088	678	.62-36
41 Warren, . .	378	284	.75-26	57 Millbury, .	750	459	.61-27
42 Upton, . .	358	265	.74-16	58 Webster, .	581	337	.58-09

HAMPSHIRE COUNTY.

1 PLAINFIELD,	88	107	1.22-16	13 Belchertown,	557	432	.77-56
2 Greenwich, .	114	117	1.02-63	14 Middlefield,	163	124	.76-07
3 Prescott, . .	105	97	.92-86	15 Hadley, . .	358	267	.74-72
4 Cummington,	194	176	.90-98	16 Granby, . .	158	111	.70-57
5 Pelham, . .	175	156	.89-14	17 Chesterfield,	188	130	.69-15
6 Ware, . .	581	506	.87-09	18 S. Hadley, .	436	292	.66-97
7 Huntington,	225	193	.85-78	19 Southampt'n,	247	151	.61-13
8 Worthington,	180	154	.85-56	20 Northampt'n,	1,459	884	.60-59
9 Hatfield, . .	239	204	.85-36	21 Eastampt'n	426	243	.57-04
10 Goshen, . .	73	60	.82-88	22 Westhampt'n	135	72	.53-70
11 Amherst, . .	638	527	.82-60	23 Enfield,* .	-	-	-
12 Williamsb'g,	399	327	.81-05				

HAMPDEN COUNTY.

1 CHICOPEE, .	1,189	1,083	.91-08	6 Russell, . .	125	100	.80-00
2 Chester, . .	254	221	.87-20	7 Westfield, .	1,007	779	.77-36
3 Southwick, .	226	188	.83-19	8 Montgom'ry,	73	55	.75-34
4 Wales, . .	135	111	.82-59	9 Monson, . .	532	400	.75-28
5 Granville, .	225	182	.81-11	10 Longmeadow	268	188	.70-15

* No returns.

HAMPDEN COUNTY—CONTINUED.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
		Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	
11	Holland, . .	100	.69	17	Ludlow, . .	281	.65-12
12	Springfield, .	3,341	2,294	18	Wilbraham, .	429	.62-24
13	Blandford, . .	238	158	19	W.Springfi'd,	449	.57-68
14	Palmer, . .	743	489	20	Agawam, . .	363	.54-82
15	Brimfield, . .	258	169	21	Tolland, . .	129	.50-78
16	Holyoke, . .	918	600				

FRANKLIN COUNTY.

1	N. SALEM, .	231	223	.96-54	14	Gill, . . .	142	108	.76-41
2	Warwick, . .	194	179	.92-27	15	Bernardston,	194	146	.75-26
3	Orange, . .	327	292	.89-45	16	Shelburne, .	287	212	.74-04
4	Buckland, . .	353	302	.85-69	17	Rowe, . .	153	109	.71-24
5	Wendell, . .	139	119	.85-61	18	Deerfield, .	690	487	.70-65
6	Heath, . .	139	118	.84-89	19	Conway, . .	338	238	.70-56
7	Coleraine, . .	355	298	.84-08	20	Hawley, . .	137	94	.68-98
8	Erving, . .	118	99	.83-90	21	Monroe, . .	42	28	.67-87
9	Ashfield, . .	256	214	.83-59	22	Northfield, .	390	263	.67-56
10	Leverett, . .	210	171	.81-67	23	Leyden, . .	145	96	.66-21
11	Sunderland, .	202	161	.79-70	24	Whately, . .	224	144	.64-29
12	Montague, . .	358	281	.78-49	25	Shutesbury, .	165	105	.63-94
13	Charlemont, .	208	163	.78-37	26	Greenfield, .	636	406	.63-92

BERKSHIRE COUNTY.

1	WINDSOR, .	160	142	.88-75	17	Cheshire, . .	279	175	.62-72
2	Florida, . .	110	96	.87-73	18	Lenox, . .	303	183	.60-56
3	Otis, . . .	167	134	.80-54	19	Hinsdale, . .	307	185	.60-42
4	Peru, . . .	85	64	.75-88	20	Monterey, . .	152	91	.59-87
5	Savoy, . . .	192	143	.74-48	21	Alford, . . .	109	65	.59-63
6	Sandisfield, .	318	233	.73-27	22	Washington, .	224	126	.56-47
7	Becket, . .	335	240	.71-64	23	Adams, . .	1,492	816	.54-69
8	Richmond, . .	189	131	.69-58	24	Stockbridge, .	401	213	.53-24
9	Gt.Barrington,	657	454	.69-10	25	Williamstown,	602	320	.53-16
10	Dalton, . .	242	160	.66-12	26	Pittsfield, . .	1,882	958	.50-93
11	W.Stockb'ge, .	305	201	.66-07	27	Lanesboro', .	284	140	.49-30
12	Lee, . . .	891	588	.66-05	28	Sheffield, . .	587	280	.47-79
13	N. Marlboro', .	334	217	.64-97	29	N. Ashford, .	44	20	.46-59
14	Hancock, . .	174	113	.64-94	30	Clarksburg, .	115	52	.45-65
15	Tyringham, . .	141	89	.63-47	31	Mt.Wash'g'n,	84	31	.36-90
16	Egremont, . .	192	121	.63-28					

SCHOOL RETURNS.

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NORFOLK COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 MEDFIELD, .	161	168	1.04-35	13 Cohasset, .	410	304	.74-15
2 Brookline, .	781	786	1.00-70	14 Wrentham, .	654	474	.72-55
3 Walpole, .	330	288	.87-27	15 Braintree, .	777	560	.72-07
4 W.Roxbury, .	1,127	982	.87-18	16 Weymouth, .	1,671	1,204	.72-05
5 Bellingham, .	288	246	.85-42	17 Randolph, .	1,267	904	.71-39
6 Franklin, .	413	352	.85-35	18 Roxbury, .	5,757	4,053	.70-41
7 Dorchester, .	1,970	1,599	.81-19	19 Foxborough, .	509	343	.67-49
8 Needham, .	505	408	.80-79	20 Stoughton, .	1,126	756	.67-14
9 Medway, .	625	500	.80-08	21 Dover, . .	161	108	.67-08
10 Quincy, . .	1,470	1,147	.78-06	22 Sharon, . .	273	181	.66-30
11 Dedham, . .	1,213	943	.77-78	23 Milton, . .	590	373	.63-31
12 Canton, . .	699	534	.76-39				

BRISTOL COUNTY.

1 DIGHTON, .	252	241	.95-83	11 Norton, . .	380	266	.70-00
2 Seekonk, .	126	118	.94-05	12 Raynham, .	340	233	.68-68
3 Easton, . .	623	532	.85-39	13 Westport, .	632	412	.65-19
4 Fairhaven, .	543	462	.85-08	14 Taunton, . .	3,294	2,128	.64-62
5 N. Bedford, .	3,652	2,913	.79-76	15 Freetown, .	353	228	.64-59
6 Swanzey, .	247	193	.78-14	16 Dartmouth, .	716	448	.62-57
7 Rehoboth, .	398	297	.74-75	17 Attleboro', .	1,213	734	.60-55
8 Mansfield, .	417	310	.74-34	18 Fall River, .	4,012	2,266	.56-48
9 Berkley, . .	203	148	.73-15	19 Somerset, .	417	193	.46-28
10 Acushnet, .	303	217	.71-62				

PLYMOUTH COUNTY.

1 MARION, .	182	174	.95-60	14 N.Bridgew'r, .	1,302	982	.75-42
2 Kingston, .	308	263	.85-55	15 Abington, .	1,928	1,437	.74-53
3 Duxbury, .	480	409	.85-31	16 S. Scituate, .	330	244	.73-94
4 Halifax, . .	130	108	.83-46	17 Pembroke, .	272	201	.73-90
5 Lakeville, .	178	146	.82-30	18 Plympton, .	220	156	.70-91
6 Hanson, . .	260	210	.80-96	19 Hanover, .	319	226	.70-85
7 Marshfield, .	395	317	.80-25	20 Middleboro', .	960	670	.69-79
8 Rochester, .	233	186	.80-04	21 Wareham, .	649	451	.69-49
9 Scituate, . .	418	332	.79-43	22 Bridgewater, .	752	502	.66-76
10 Carver, . .	201	156	.77-86	23 Mattapoisett, .	262	172	.65-84
11 E.Bridgew'r, .	663	515	.77-68	24 Hingham, . .	781	499	.63-96
12 Plymouth, .	1,251	960	.76-74	25 Hull, . . .	47	22	.47-87
13 W.Bridgew'r	390	296	.75-90				

BARNSTABLE COUNTY.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	DENNIS, .	864	726	.84-09	8	Barnstable, .	1,029	763	.74-15
2	Wellfleet, .	494	409	.82-79	9	Chatham, .	656	476	.72-56
3	Eastham, .	130	104	.80-38	10	Yarmouth, .	530	383	.72-26
4	Provincet'n,	683	533	.78-04	11	Harwich, .	810	575	.70-99
5	Falmouth, .	490	373	.76-12	12	Brewster, .	312	202	.64-90
6	Orleans, . .	357	266	.74-65	13	Sandwich, .	981	619	.63-10
7	Truro, . . .	389	290	.74-55		Marshpee, .	68	38	.56-62

DUKES COUNTY.

1	TISBURY, .	361	368	1.02-08	3	Chilmark, .	137	93	.68-25
2	Edgartown,	352	293	.83-14	*	Gosnold, .	—	—	—

NANTUCKET COUNTY.

NANTUCKET,	860	743	.86-45
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* Newly incorporated,—included in Chilmark.

SCHOOL RETURNS.

LXXXV

T A B L E, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their Children upon the Public Schools, for the year 1863-4.

For 1862-3.	For 1863-4.	C O U N T I E S.	Ratio of attend., &c.
1	1	DUKES, . . . . .	.88-78
2	2	Nantucket, . . . . .	.86-45
5	3	Worcester, . . . . .	.78-78
3	4	Middlesex, . . . . .	.77-93
10	5	Suffolk, . . . . .	.77-53
4	6	Franklin, . . . . .	.76-32
7	7	Norfolk, . . . . .	.75-60
6	8	Hampshire, . . . . .	.74-72
9	9	Plymouth, . . . . .	.74-66
8	10	Barnstable, . . . . .	.73-91
13	11	Hampden,. . . . .	.71-46
12	12	Essex, . . . . .	.69-15
11	13	Bristol, . . . . .	.68-11
14	14	Berkshire, . . . . .	.59-78

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	241,644
Mean average attendance,	179,532
Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals,74

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